Shine On! Tests Introduction

The *Shine On!* tests track students' achievement throughout the school year, testing their knowledge of the core syllabus through a variety of activities including listening and speaking. The tests follow the *Shine On!* controlled reading and writing progression, ensuring students are always being assessed within their expected capacity and that the level of challenge progresses appropriately through the year.

Contents of the Tests

Shine On! offers the following tests:

- Unit tests 1–8: There are eight unit tests which cover the core vocabulary and grammar from each unit through graded exercises.
- Speaking tests: Every two units there is a one-on-one speaking test which assesses students' ability to produce the core vocabulary and/or grammar from the preceding two units.
- End-of-year tests: Comprehensive tests which cover the full year's syllabus. These are longer tests and reflect the knowledge and skills that the students have acquired through the year.

Each Unit test offers a maximum of fifteen points. Each Speaking test offers a maximum of ten points.

Differentiated for Mixed Ability

The *Shine On!* tests are differentiated for mixed ability classes, offering *On-level* (Yellow) and *Below-level* (Blue) versions of each test.

Differentiated tests ensure that all students are assessed in a way that should motivate and bring a sense of achievement. The tests focus on accuracy and an introduction to formal assessment, but students should be encouraged to see testing as a positive element of learning, helping them to identify both their strengths and areas of their progress that may need more effort. The *Below-level* (Blue) tests allow students who are nearly at the required level, but need extra support, to take a test alongside their peers and to map their personal progress. Differentiating in this way allows all students to focus on their own learning, making testing a positive, motivational tool.

It is up to the teacher to decide which students should take which level of tests. Please see the section on scoring below for further guidance. The teacher can also make a judgement about when a transition may be appropriate from one level to the other, based on performance but also on the confidence and motivation of individual students.

The listening tests can be administered simultaneously, as both versions of the test use the same audio, but the tasks that students are expected to complete are tailored to two different levels of linguistic aptitude.

The speaking tests are also differentiated, with clear procedural notes for prompting students to speak and for marking their spoken performance.

Administering the tests

The unit tests can be administered at the end of each unit, when students have completed the unit reviews and practice pages. Tell your students that there will be a test in the next class, and encourage them to review the unit material for homework. Remember to emphasize learning goals and encourage students to find a way of studying that is fun and works for them. In the class before the test you can use songs, flashcard games, and review activities to emphasize the idea that revision can be fun.

Allow 40 minutes for the unit tests. If you have a longer class, you may wish to start with a song or a structured review activity before having students take the test. It is important that the classroom atmosphere is relaxed and supportive.

Make sure that students have all the necessary materials to complete the test: pens, pencils, and if needed, colored pencils or crayons in all the required colors.

Read through the tasks with the students and ensure that they understand what is required. Point out the scoring and make sure that students understand how the points are allocated.

Listening

In both levels of tests, listening activities use the same audio and can be administered at the same time.

Make sure all students have read the instructions and looked carefully at any artwork before listening. The direction lines are not recorded, but a warning sound alerts students that the activity is about to begin.

At the beginning of each activity, tell students to put their pens down, and just listen, focusing on what they have to do. Play the recording through once.

Tell the students how many times they are going to hear the audio. Depending on the group, you may wish to play it two or three times, for all students to complete the task. Make sure students know what to expect, and let them know when it is being played for the last time. Give students a moment to check their answers before moving on to the next activity.

Speaking

The speaking tests are one-on-one tasks that give students an opportunity to produce the language they have learned within a supported framework, and allow you to focus on individual students and evaluate their speaking skills in a controlled activity. The tasks are graded to the students' level and ability, and should allow students to demonstrate the language they have acquired.

Since the speaking tests are one-on-one, you may wish to carry them out during a project lesson, or when the other students are completing review or practice activities. Ensure that the classroom is quiet enough to allow students to focus, but try to establish a relaxed atmosphere, in which students can speak with the pressure of a performance.

Each differentiated test is accompanied by procedural notes to help guide the students through the tasks.

Testing and Assessment

Scoring – Unit tests

14–15 points	Excellent
11–13 points	Very good
8–10 points	Satisfactory
0–7	Needs further work

Scoring – Speaking tests

9–10 points	Excellent
7–8 points	Very good
5–6 points	Satisfactory
0–4	Needs further work

For students taking the Yellow tests who consistently achieve in the 0–7 points range, a transition to Blue tests may be desirable. For students taking the Blue tests, who consistently achieve in the 9–10 points range, a transition to the higher-level Yellow tests may be desirable. However, in both cases, when considering a transition, it is advisable to think about the student's overall performance and attitude in class and consider whether the change is the best option. Some students may benefit from the confidence boost of higher scores, and can be moved up later, when their confidence is solid. Poorly performing students may benefit from help with revision and advice about self-study techniques. Consider setting up a study-buddy system, which pairs students of different ability to allow peer assistance.

Assessment

Assessment helps you:

- To determine individual strengths and weaknesses.
- To determine what the class has learned and what needs more attention.
- To monitor and follow progress of individuals.
- To monitor the effectiveness of your instruction.
- To give feedback to students, parents, and other teachers.

The *Shine On!* tests focus on accuracy and the more formal side of assessment, but there are plenty of opportunities within the course to work on fun, fluency, and confidence-building. Integrating the tests into this motivating and engaging framework should provide students with a solid foundation for study and self-evaluation as they continue to learn English in the years ahead.

On-level (Yellow) tests: answer key and notes

Unit 1

1 Listen and make a ✓ or an ✗ for Anna.

Answers ✓: play tennis, play volleyball, ride a bike, make videos
✗: surf, skateboard

2 Look and write.

Answers **1** play basketball, **2** write stories, **3** draw pictures, **4** play soccer

3 Look and write questions and answers about Ben.

Answers **1** Can he play tennis? No, he can't. **2** Can he skateboard? Yes, he can. **3** Can he play baseball? No, he can't. **4** Can he surf? Yes, he can. **5** Can he ride a bike? Yes, he can.

Unit 2

1 Listen and make a ✓ or an ✗. Write.

Answers **1** ✓ cleaners, **2** ✗ dancers, **3** ✗ artists, **4** ✓ builders, **5** ✗ reporters, **6** ✓ acrobats

2 Write the answers.

Answers **1** Yes, I am. **2** No, I'm not. **3** No, I'm not. **4** Yes, I am.

3 Look and complete the sentences with ***They aren't*** and ***They are***.

Answers **1** They aren't, They are; **2** They aren't, They are; **3** They are, They aren't; **4** They are, They aren't; **5** They aren't, They are

Units 1–2

Speaking

1 Look and say the sports and activities. Answer the questions.

- Give students time to look at the pictures. Then elicit the words and phrases for the 12 sports and activities.
- When all the pictures have been identified, tell students to think about what they can and can't do. They put a ✓ or an ✗ in the boxes to indicate their own abilities.
- Ask about six of the pictures, to elicit a mixture of positive and negative short answers.
- Award quarter of a point for each correct word, and half a point for each correct short answer.

Answers **1** play baseball, **2** skateboard, **3** ride a bike, **4** surf, **5** play tennis, **6** play basketball, **7** play soccer, **8** play volleyball, **9** make videos, **10** write stories, **11** draw pictures, **12** take photos
Students' own answers.

2 Look and say the jobs. Answer the questions.

- Students look at the picture and point to the four groups. Elicit sentences with *They're* to identify the jobs.
- Then point to each group and ask the following questions:

Questions and answers (cleaners) Are they directors? (No, they aren't. They're cleaners.)
(dancers) Are they secretaries? (No, they aren't. They're dancers.)
(reporters) Are they reporters? (Yes, they are.)
(acrobats) Are they acrobats? (Yes, they are.)

Unit 3

1 Listen and number.

Answers **1** group of fish, **2** single shark, **3** group of octopuses, **4** group of whales, **5** single turtle, **6** single seahorse

2 Look and write. Match.

Answers **1** octopus, It's smart. **2** dolphins, They're friendly. **3** seahorse, It's shy. **4** fish, They're funny.

3 Complete the questions and write the answers.

Answers **1** What's that? That's a dolphin. **2** What are these? These are seahorses. **3** What's this? This is an octopus. **4** What are those? Those are turtles. **5** What's that? That's a whale.

Unit 4

1 Listen, read, and make a ✓.

Answers **1** No, she doesn't. **2** Yes, he does. **3** No, she doesn't. **4** No, he doesn't. **5** Yes, she does.

2 Look at activity 1. Write.

Answers **1** water bottle, **2** costume, **3** cap, **4** umbrella, **5** backpack

3 Write the questions in order. Look and answer.

Answers **1** Do you have a backpack? Yes, I do. **2** Do you have a first aid kit? No, I don't. **3** Do you have an umbrella? Yes, I do. **4** Do you have a costume? Yes, I do. **5** Do you have a medal? No, I don't.

Units 3–4

Speaking

1 Look and find five animals. Make sentences with ***This*** and ***These*** the words in the box.

- Give Students time to look at the picture and find the animals. Elicit the words, if necessary, prompting them with *What's this?/What are these?*
- Then point at the turtles and say, e.g., *Are they shy?* (*No!*) to elicit a sentence about each animal's displayed characteristics.

Answers These are turtles. (friendly), This is an octopus. (shy), These are dolphins. (smart/funny), This is a seahorse. (shy), These are fish. (funny)

2 Find and say five family words. Answer the questions.

- Give students time to look at the family tree, then elicit at least five words for family members. If students need prompting, say, e.g., *Look! This is Tim. This is his family. This is his mom. Who's this?* (pointing to another family member).
- When five words have been elicited, ask the following questions. Encourage students to point as they answer.

Questions and answers Does he have any cousins? (Yes, he does.) How many? (One)
Does he have any aunts? (Yes, he does.) How many? (Two)
Does he have any uncles? (Yes, he does.) How many? (Three)
Does he have any friends? (Yes, he does.) How many? (Four)
Does he have any sisters? (No, he doesn't.)

Unit 5

1 Listen and match. Write.

Answers **1** F jeans, **2** A shirt, **3** D sandals, **4** B leggings, **5** C coat, **6** E dress

2 Read and make a ✓ or an ✗.

Answers **1** ✓, **2** ✓, **3** ✗, **4** ✓, **5** ✗

3 Write sentences.

Answers **1** He's wearing sneakers. **2** He isn't wearing a scarf. **3** He's wearing sunglasses. **4** He isn't wearing a sweater.

Unit 6

1 Listen and number.

Answers **1** D walking, **2** C building, **3** B watching, **4** A listening, **5** F drinking, **6** E reading

2 Write sentences about the pictures.

Answers **1** They're walking. **2** They're building. **3** They're watching. **4** They're listening. **5** They're drinking. **6** They're reading.

3 What time is it? Look and write.

Answers **1** quarter to four, **2** half past two, three **3** five o'clock, **4** quarter past twelve

Units 5–6

Speaking

1 Look and say.

- Give students time to look at the artwork and prepare the words. Then point to each figure in turn and ask, *What's he/she wearing?* to elicit, e.g., *He's/She's wearing a sweater and sunglasses.*

Answers **1** He's wearing a shirt and a watch. **2** He's wearing a pair of jeans and sunglasses. **3** She's wearing a dress and a pair of sandals. **4** She's wearing leggings and a pair of sneakers. **5** He's wearing a belt and a scarf.

2 Listen and correct your teacher.

- Give students time to look at the picture. Then point to five different groups of animals and make false statements about them for students to correct.
- E.g., Point to the horses and say, *They're eating*. Students reply, *They aren't eating. They're walking*.

False statements and answers (horses) They're drinking. (They aren't drinking. They're walking.)
(bats) They're building. (They aren't building. They're sleeping.)
(owls) They're sleeping. (They aren't sleeping. They're watching.)
(ducks) They're walking. (They aren't walking. They're eating.)
(rabbits) They're eating. (They aren't eating. They're listening.)

Unit 7

1 Listen, find, and draw ☺ or ☹.

Answers **Tom:** math ☺, science ☺, P.E. ☹, history ☹, music ☺
Lisa: math ☺, science ☹, P.E. ☺, history ☺, music ☹

2 Look at activity 1. Write short answers.

Answers **1** No, he doesn't. **2** Yes, he does. **3** No, she doesn't. **4** Yes, she does.

3 Look and write sentences with *I do* or *I don't*.

Answers **1** He likes drama. **2** She doesn't like gymnastics. **3** He doesn't like geography. **4** She likes judo. **5** He doesn't like pottery. **6** She likes art.

Unit 8

1 Listen and make a ✓. Write.

Answers Make a ✓ and list: tomatoes, mushrooms, sausages, peppers, olives

2 Look and write answers.

Answers **1** Yes, I do. **2** No, I don't. **3** Yes, I do. **4** Yes, I do. **5** No, I don't.

3 Look and write.

Answers **1** need **2** don't need jelly **3** We need butter **4** We need ham **5** We don't need potatoes

Units 7–8

Speaking

1 Look at May's school schedule and say 10 subjects and activities. Make sentences.

- Give students time to look at the schedule. If necessary, explain what it is and what it shows (if students are not familiar with this kind of schedule).
- Elicit the names of the subjects and activities. Then prompt the sentences by pointing to, e.g., math, and saying, *Does she like math? (Yes, she does.)* Then elicit five more sentences about the activities.

Answers Any **10** subjects/activities: math, history, geography, art, gymnastics, drama, English, music, science, P.E., judo, pottery
Any ten sentences: She likes math. She likes history. She doesn't like geography. She likes art. She likes gymnastics. She doesn't like drama. She likes writing stories. She doesn't like music. She likes science. She doesn't like P.E.. She likes judo. She likes pottery.

2 Look and say 10 food items. Talk about the shopping list. Answer the questions.

- Allow students time to look at the pictures. Then elicit the words for the food items by pointing and asking, *What's this?*
- Then point to the shopping list and prompt students to make sentences by asking, e.g., *What's on the list?* Students make sentences about the items and quantities shown. Then ask five questions to elicit short answers, e.g., *Do you need bread?* (*No, I don't.*), *Do you need tomatoes?* (*Yes, I do.*)

Answers tomatoes, sausages, onions, chili peppers, peppers, bread, jelly, olives, butter, potatoes
We need six tomatoes. We need eight sausages. We need three onions. We need two chili peppers. We need four peppers. We don't need bread. We don't need jelly. We don't need olives. We don't need butter. We don't need potatoes.

End-of-year test

Speaking

1 Look and say five jobs. Answer the questions.

- Give students time to look at the picture and find five different jobs. If necessary, prompt them by pointing to, e.g., the reporters, and saying, *Are they artists?* (*No, they aren't. They're reporters.*)

Answers Five of the following: acrobats, dancers, directors, cleaners, builders, reporters

- Then tell students to look at the picture again, and ask about how five different groups are feeling.

Questions and answers (acrobats) Are they afraid? (Yes, they are.)
(reporters) Are they bored? (No, they aren't. They're excited.)
(dancers) Are they proud? (Yes, they are.)
(cleaners) Are they afraid? (No, they aren't. They're bored.)

2 Complete the tree for you. Talk about your family. Answer the questions.

- Give students time to complete their family tree. If necessary, complete a version of your own, showing your aunts, uncles, and cousins to act as a model.
- Look at the tree together and point to some people to elicit who they are. Ask a range of questions to elicit a range of answers. Award a point for each correct and appropriate answer.

Questions Who's this? Who are these?
Is she a director? (Accept *No, she isn't.* as students may not know the word for their family member's real job.)
Can he play basketball?
Does he like math?
Is he/she smart?

End-of-year test

Listening

1 Listen and match.

Answers **A** Dan, **B** Lisa, **C** Tim, **D** Anne, **E** Jack

2 Listen and match. Write the subjects.

Answers **1** math – 9:45, **2** art – 9:00, **3** English – 11:15, **4** science – 12:00, **5** history – 10:30

End-of-year test

Reading

1 Look, read, and write the number.

Answers **1** B This is a seal. **2** D That's a shark. **3** C These are dolphins. **4** A Those are turtles. **5** E Those are fish.

2 What are they doing? Read and circle.

Answers **1** They're walking. **2** They're reading. **3** They're eating. **4** They're building. **5** They're sleeping.

End-of-year test

Writing

1 Look and write sentences.

Answers **1** He can skateboard. **2** He can't play baseball. **3** He can't ride a bike. **4** He can surf. **5** He can play tennis.

2 Look and make a ✓ by what's missing in the kitchen. Write.

Answers We need peppers, mushrooms, olives, potatoes, chili peppers, and bread. We don't need tomatoes, butter, onions, or jelly.

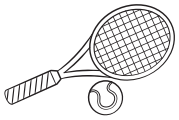
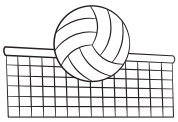
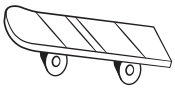
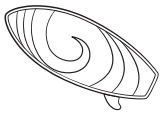
Yellow

1 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and make a ✓ or an ✗ for Anna. 2.44

						
Anna						

____ / 6

2 Look and write.

1

He can
p_____
b_____.

2

He can
w_____
s_____.

3

She can
d_____
p_____.

4

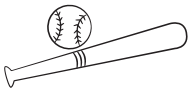
She can
p_____
s_____.

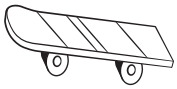
____ / 4

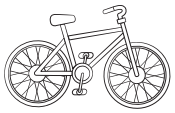
3 Look and write questions and answers about Ben.

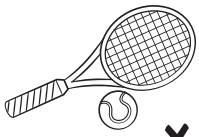
Yes, he can. No, he can't.

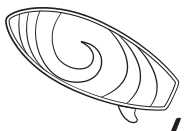
Ben

 ✗

 ✓

 ✓

 ✗

 ✓

1 (play tennis) _____? _____

2 (skateboard) _____? _____

3 (play baseball) _____? _____

4 (surf) _____? _____

5 (ride a bike) _____? _____

____ / 5

TOTAL ____ **/ 15**

Yellow

2 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and make a ✓ or an ✗. Write. 2.45

1

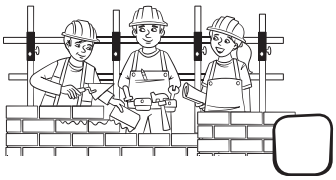
They're _____.

2

They're _____.

3

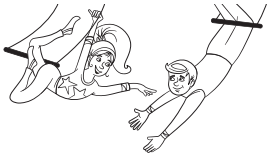
They're _____.

4 

They're _____.

5

They're _____.

6 

They're _____.

____ / 6

2 Look, read, and write the answers.

Yes, I am. No, I'm not.

1

Are you bored? Yes, _____.

2

Are you excited? _____

3

Are you proud? _____

4

Are you afraid? _____

____ / 4

3 Look and complete the sentences with ***They aren't*** and ***They're***.

1

_____ directors.
_____ cleaners.

2

_____ builders.
_____ acrobats.

3

_____ directors.
_____ cleaners.

4

_____ artists.
_____ secretaries.

5

_____ reporters.
_____ builders.

____ / 5

TOTAL ____ / 15

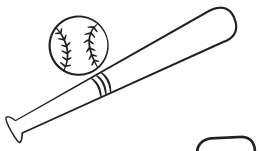
Yellow

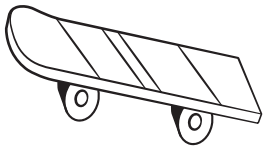
1–2 SPEAKING TEST

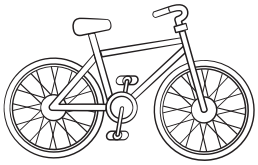
DATE: _____ CLASS: _____

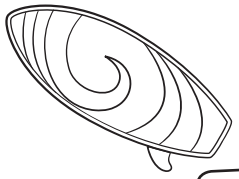
NAME: _____

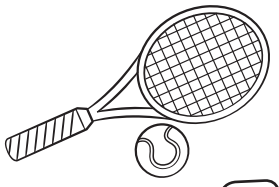
1 Look and say the sports and activities. Answer the questions.

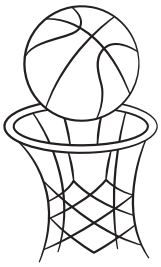
1  ☐

2  ☐

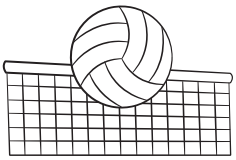
3  ☐

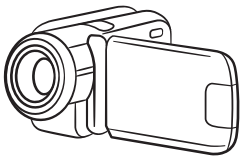
4  ☐

5  ☐

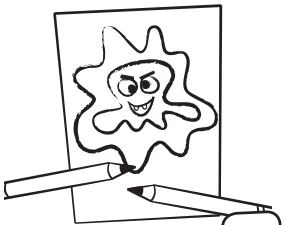
6  ☐

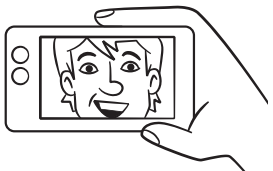
7 ☐

8  ☐

9  ☐

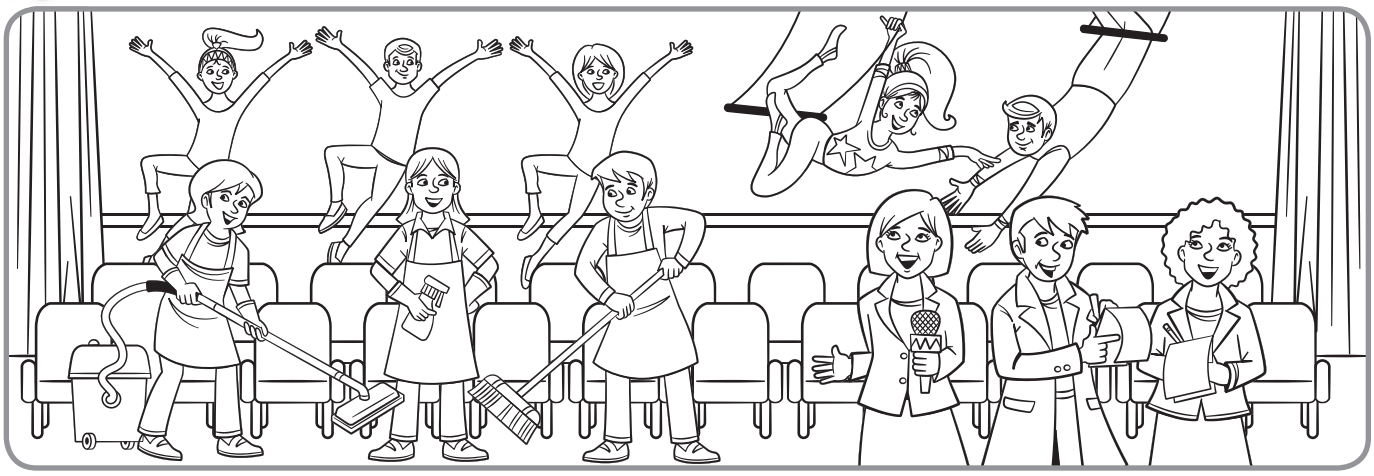
10 ☐

11  ☐

12  ☐

____ / 6

2 Look and say the jobs. Answer the questions.



____ / 4

TOTAL ____ / 10

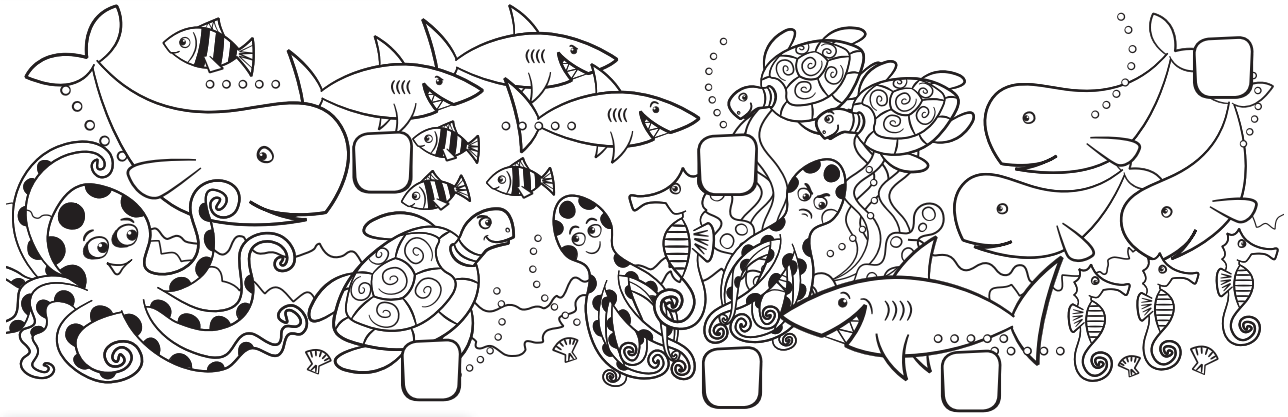
Yellow

3 TEST

DATE: _____ CLASS: _____

NAME: _____

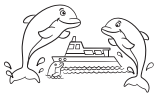
1 Listen and number. 2.46



2 Look and write. Match.

____ / 6

1 It's an o_____.

2  They're d_____.

3 It's a s_____.

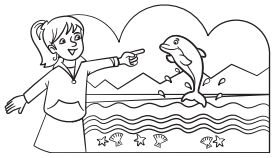
4 They're f_____.

- It's shy.
- They're funny.
- It's smart.
- They're friendly.

____ / 4

3 Complete the questions and write the answers.

this that these those

1 

What's _____?

_____

2

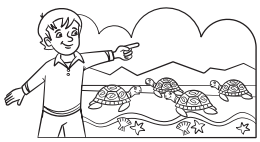
What are _____?

_____

3

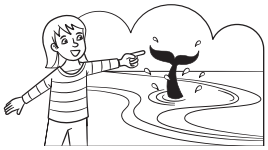
What's _____?

_____

4 

What are _____?

_____

5 

What's _____?

_____

____ / 5

TOTAL ____ / 15

Yellow

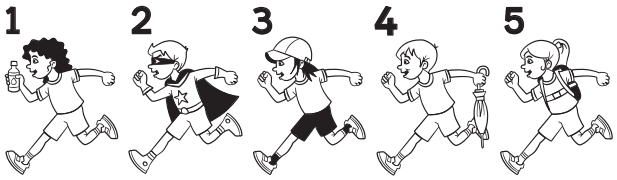
4 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen, read, and make a ✓. 2.47

1 ☐ Yes, she does. ☐ No, she doesn't.
2 ☐ Yes, he does. ☐ No, he doesn't.
3 ☐ Yes, she does. ☐ No, she doesn't.
4 ☐ Yes, he does. ☐ No, he doesn't.
5 ☐ Yes, she does. ☐ No, she doesn't.



____ / 5

2 Look at activity 1. Write.

1 She has a w_____ b_____.
2 He has a c_____.
3 She has a c_____.
4 He has an u_____.
5 She has a b_____.

____ / 5

3 Write the questions in order. Look and write the answers.

Yes, I do. No, I don't.

1
have / Do / a / backpack / you / ?
_____ _____

2
a / Do / you / first aid kit / have / ?
_____ _____

3
umbrella / Do / have / you / an / ?
_____ _____

4
a / Do / you / have / costume / ?
_____ _____

5
medal / you / Do / have / a / ?
_____ _____

____ / 5

TOTAL ____ / 15

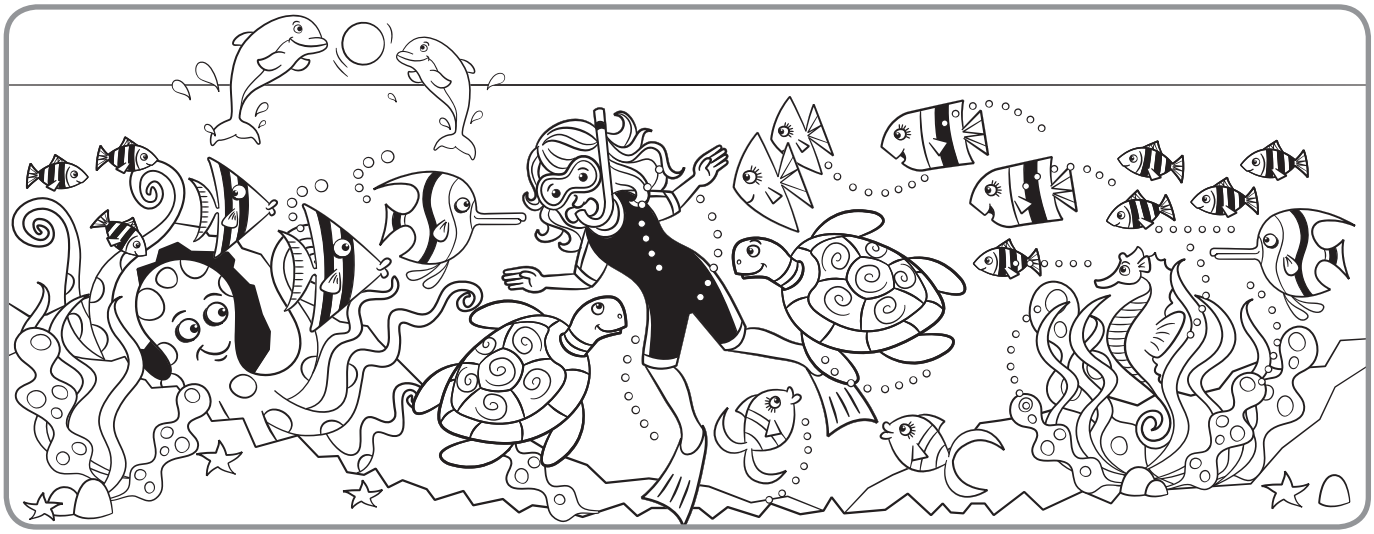
Yellow

3–4 SPEAKING TEST

DATE: _____ CLASS: _____

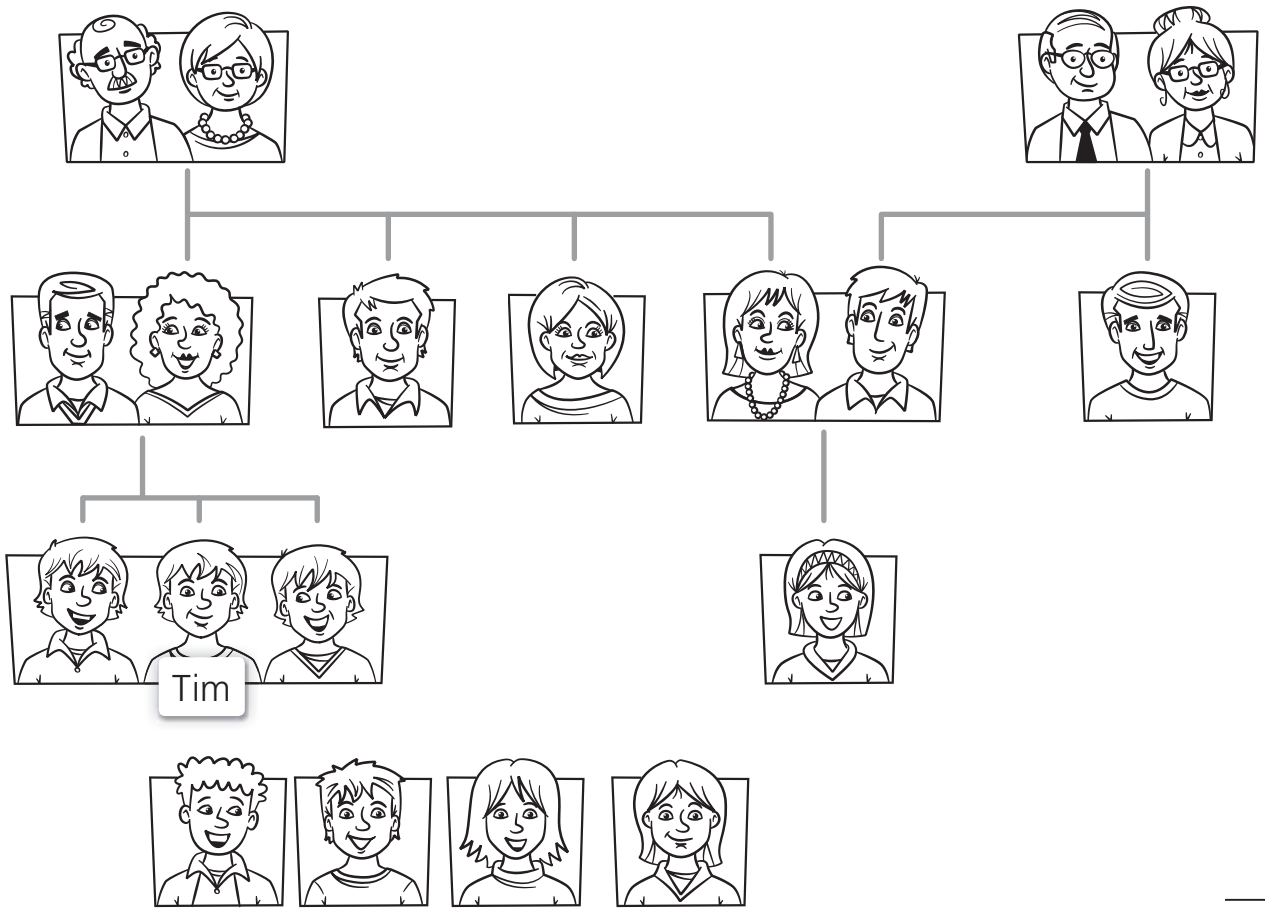
NAME: _____

1 Look and find five animals. Make sentences with ***This*** and ***These***.



____ / 5

2 Find and say five family words. Answer the questions.



____ / 5

TOTAL ____ / 10

Yellow

5 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and match. Write. 2.48

1

2

3

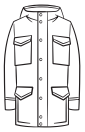
4

5

6

A

B

C 

D

E

F

1 He's wearing _____.

2 He's wearing a _____.

3 She's wearing _____.

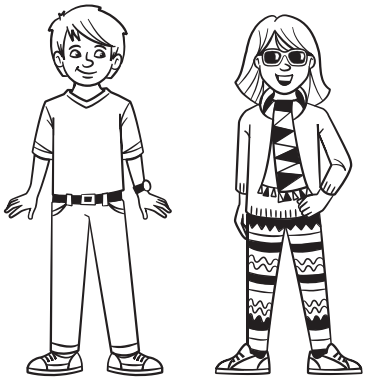
4 She's wearing _____.

5 He's wearing a _____.

6 She's wearing a _____.

____ / 6

2 Read and make a ✓ or an ✗.



1 He's wearing jeans. ☐

2 She isn't wearing a watch. ☐

3 She's wearing a T-shirt. ☐

4 He isn't wearing sunglasses. ☐

5 He's wearing gloves. ☐

3 Write sentences.

____ / 5

1 ✓ he / wear /

_____

2 ✗ she / wear /

_____

3 ✓ she / wear /

_____

4 ✗ he / wear /

_____

____ / 4

TOTAL ____ / 15

Yellow

6 TEST

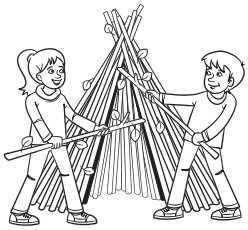
DATE: _____ CLASS: _____

NAME: _____

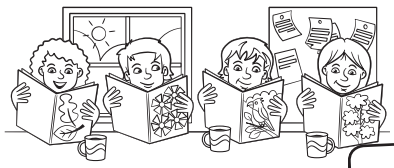
1 Listen and number. 2.49

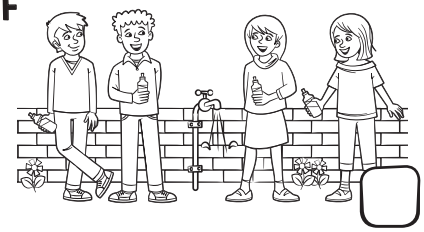
A

B

C 

D

E 

F 

____ / 6

2 Look at activity 1. Write.

build watch listen read drink ~~walk~~

1 They're walking. _____

2 _____

3 _____

4 _____

5 _____

6 _____

____ / 5

3 Look and write.

o'clock thirty quarter to quarter past

1 It's _____.

2 It's _____.

3 It's _____.

4 It's _____.

____ / 4

TOTAL ____ / 15

Yellow

5–6 SPEAKING TEST

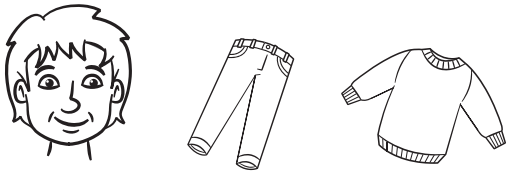
DATE: _____ CLASS: _____

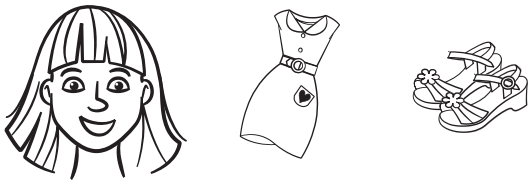
NAME: _____

1 Look and say.

He/She's wearing ...

1

2 

3 

4

5

____ / 5

2 Listen and correct your teacher.

They aren't ... They're ...

____ / 5

TOTAL ____ / 10

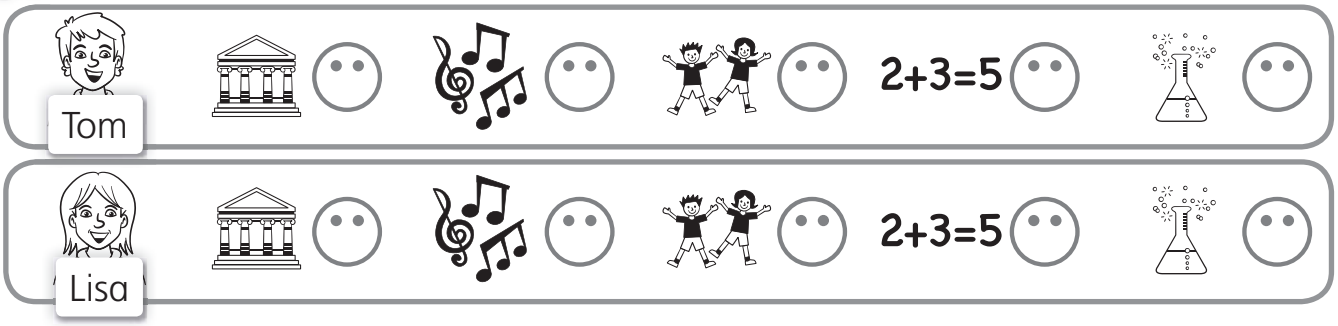
Yellow

7 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen, find, and draw ☺ or ☹. 2.50



____ / 5

2 Look at activity 1. Write short answers.

1 Does Tom like history? _____

2 Does Tom like science? _____

3 Does Lisa like music? _____

4 Does Lisa like math? _____

____ / 4

3 Look and write sentences.

He / She likes He / She doesn't like	judo geography gymnastics art pottery drama

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

____ / 6

TOTAL ____ **/ 15**

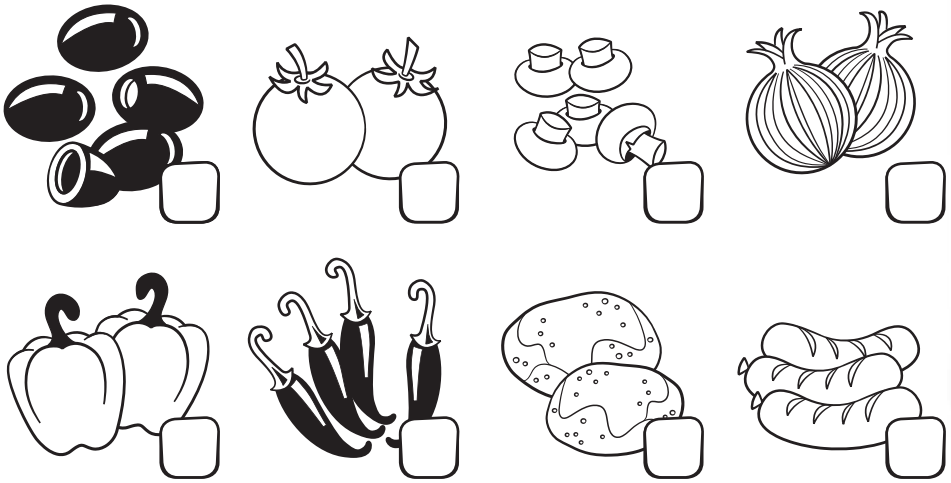
Yellow

8 TEST

DATE: _____ CLASS: _____

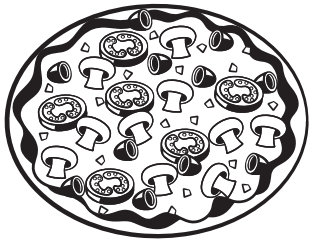
NAME: _____

1 Listen and make a ✓. Write the shopping list. 2.51



_____ / 5

2 Look and write answers with *I do* or *I don't*.



1 Do you need tomatoes? _____

2 Do you need potatoes? _____

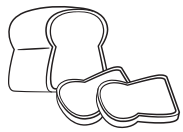
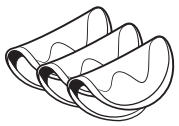
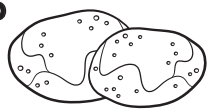
3 Do you need mushrooms? _____

4 Do you need olives? _____

5 Do you need chili peppers? _____

_____ / 5

3 Look and write.

1	2	3	4	5
				
✓	✗	✓	✓	✗

Let's make sandwiches! We [1] _____ bread.
We [2] _____. [3] _____.
[4] _____. [5] _____!

_____ / 5

TOTAL _____ **/ 15**

Yellow

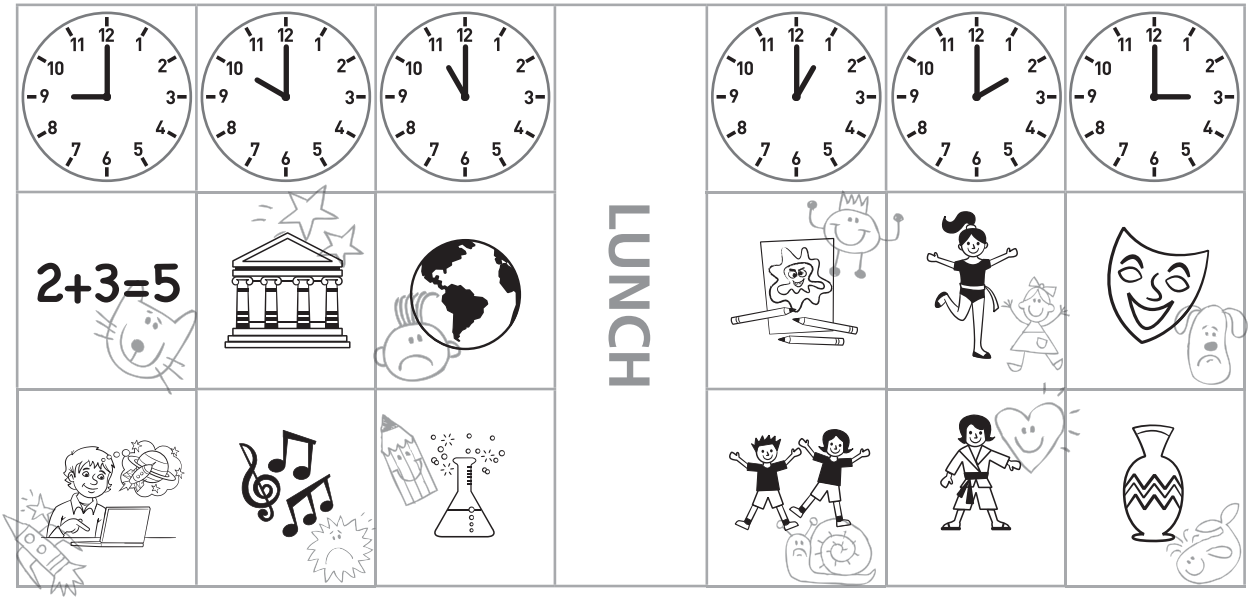
7–8 SPEAKING TEST

DATE: _____ CLASS: _____

NAME: _____

1 Look at May's school schedule and say ten subjects and activities. Make sentences.

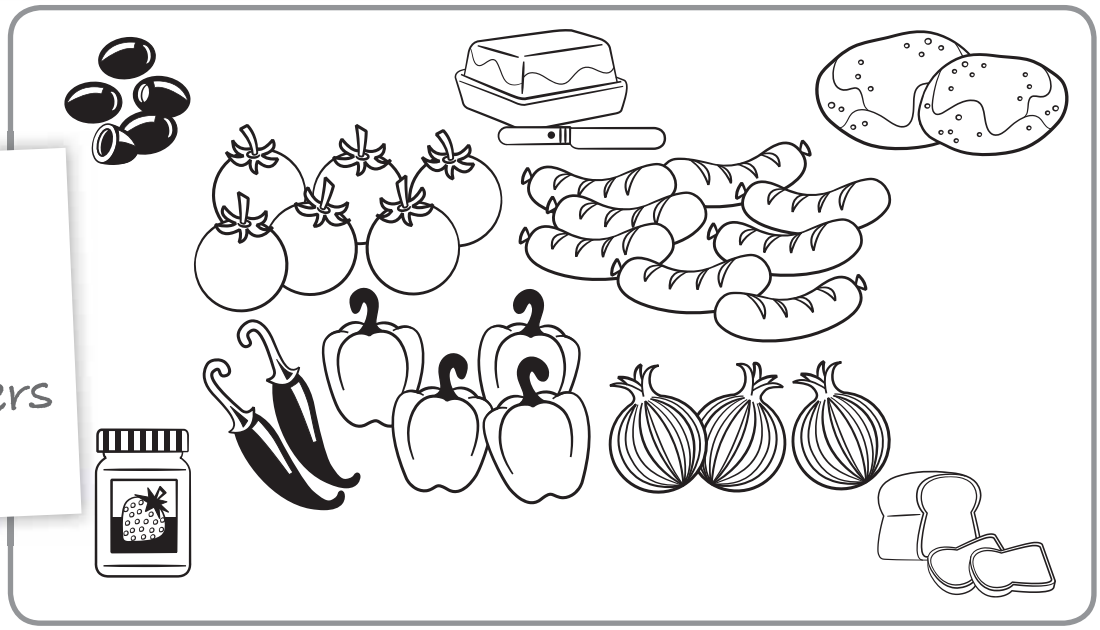
She likes ... She doesn't like ...



____ / 5

2 Look and say ten food items. Talk about the shopping list. Answer the questions.

6 tomatoes
8 sausages
3 onions
2 chili peppers
4 peppers



____ / 5

TOTAL ____ / 10

Yellow

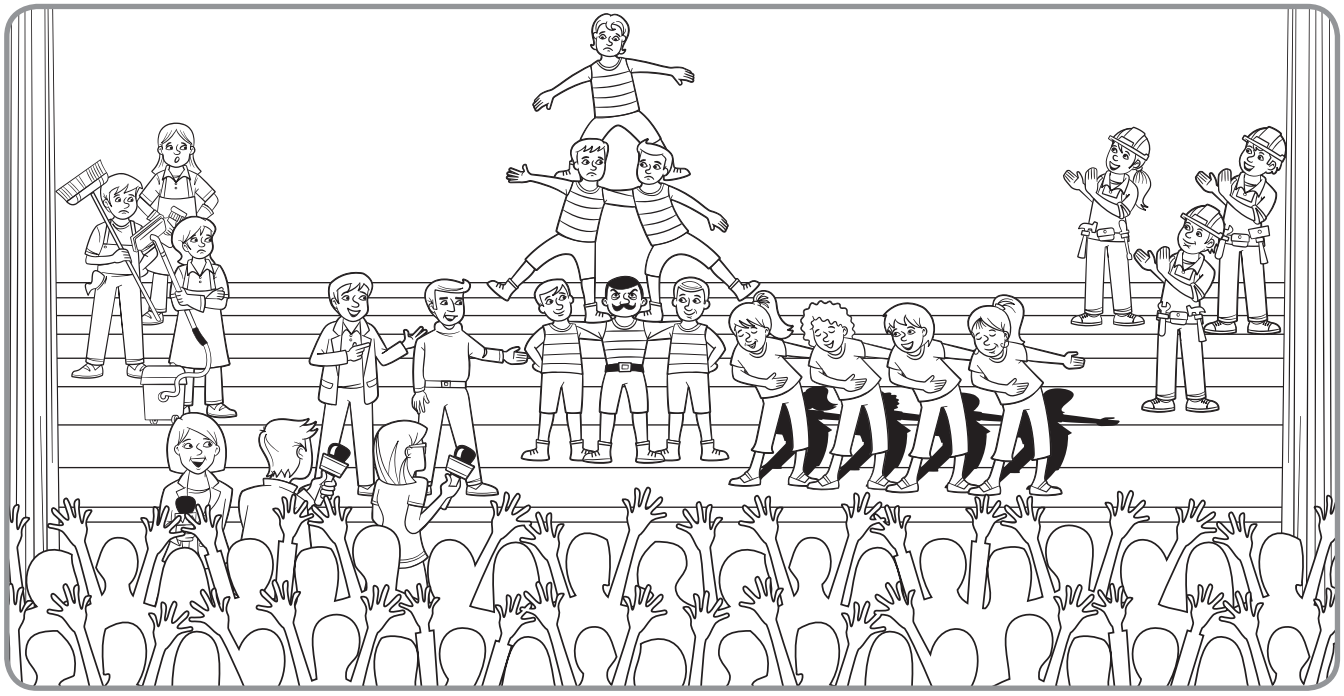
DATE: _____ CLASS: _____

END-OF-YEAR TEST

SPEAKING

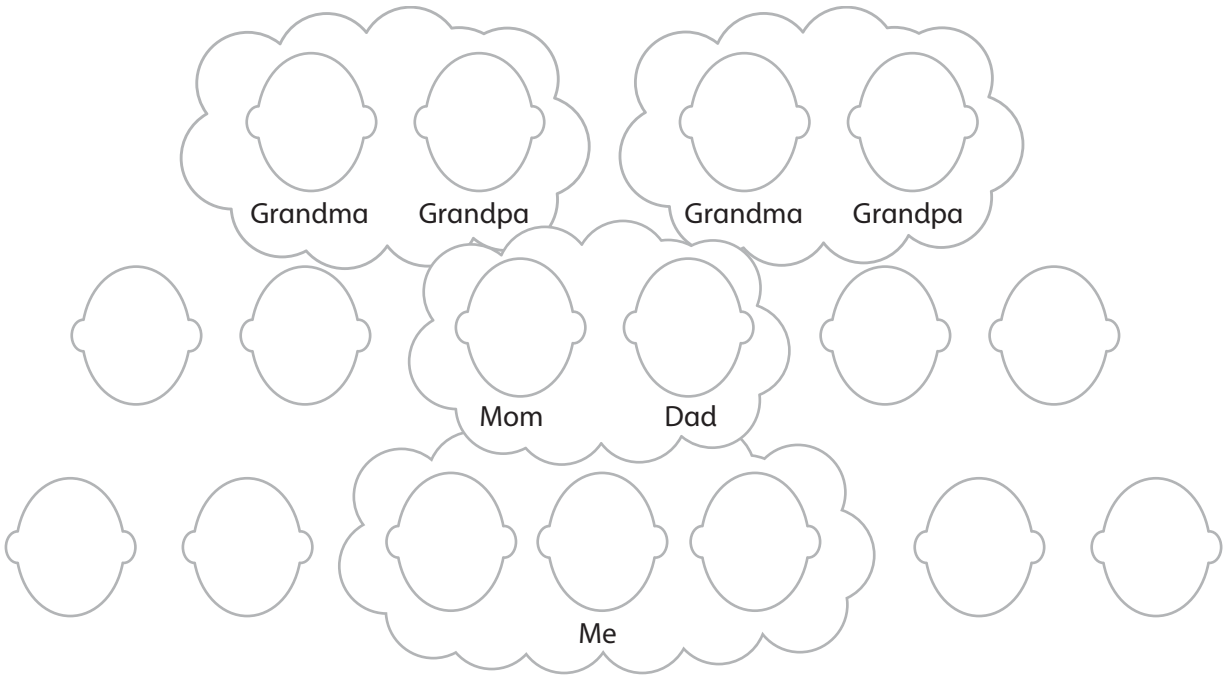
NAME: _____

1 Look and say five jobs. Answer the questions.



____ / 5

2 Complete the tree for you. Talk about your family. Answer the questions.



____ / 5

TOTAL ____ **/ 10**

Yellow

DATE: _____ CLASS: _____

END-OF-YEAR TEST — LISTENING

NAME: _____

1 Listen and match. 2.52

Dan Lisa Tim Anna Jack

A

B

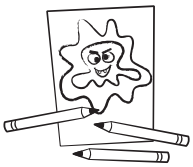
C

D

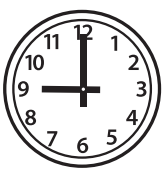
____ / 5

2 Listen and match. Write the subjects. 2.53

2+3=5



_____ _____ _____ _____ _____



____ / 5

TOTAL ____ / 10

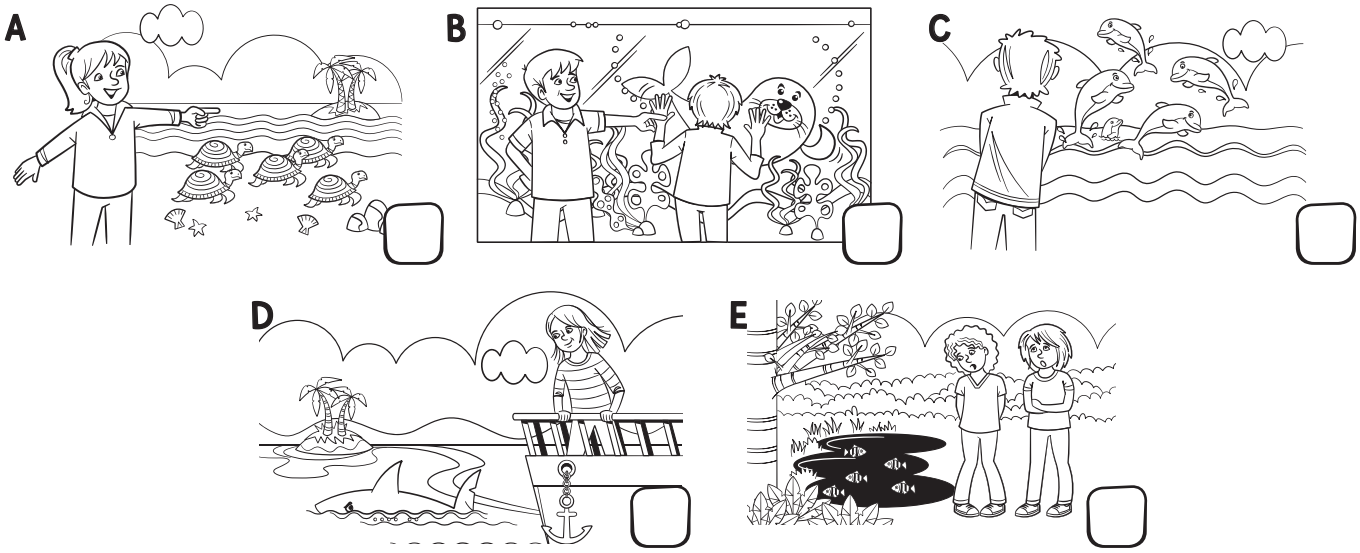
Yellow

END-OF-YEAR TEST — READING

DATE: _____ CLASS: _____

NAME: _____

1 Look, read, and write the number.



1 This is a seal.

2 That's a shark.

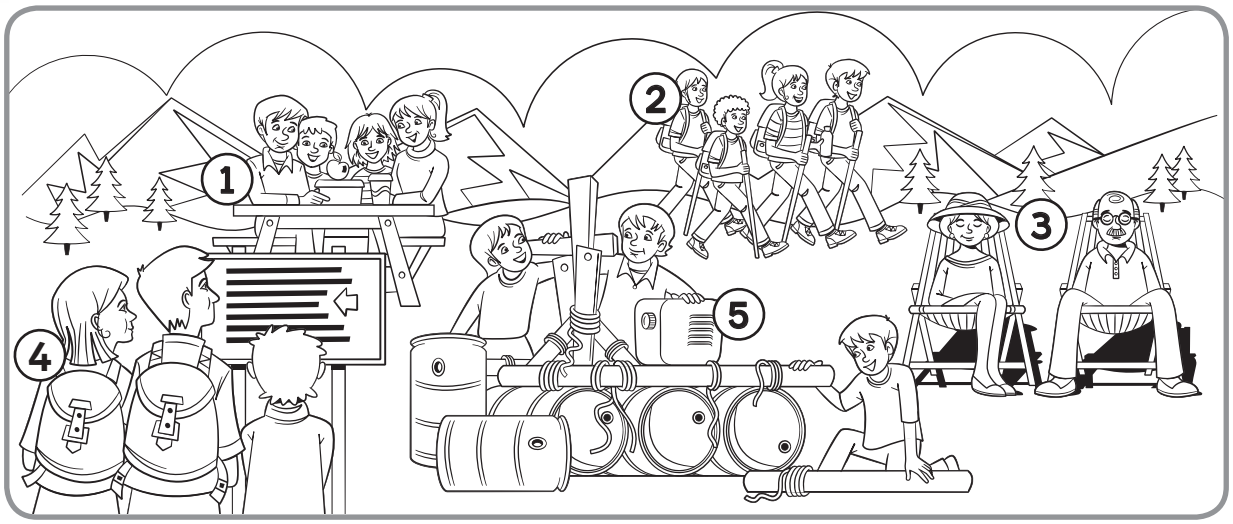
3 These are dolphins.

4 Those are turtles.

5 Those are fish.

____ / 5

2 What are they doing? Read and circle.



1 They're **eating** / **reading**.

2 They're **walking** / **listening**.

3 They're **eating** / **sleeping**.

4 They're **walking** / **reading**.

5 They're **reading** / **building**.

____ / 5

TOTAL ____ **/ 10**

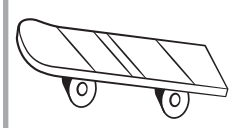
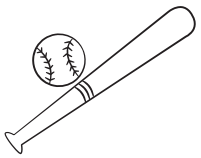
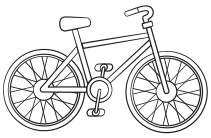
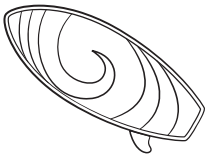
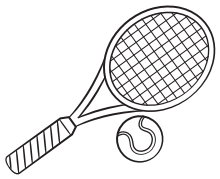
Yellow

END-OF-YEAR TEST — WRITING

DATE: _____ CLASS: _____

NAME: _____

1 Look and write sentences.

					
	✓	✗	✗	✓	✓

1 He can _____.

2 _____

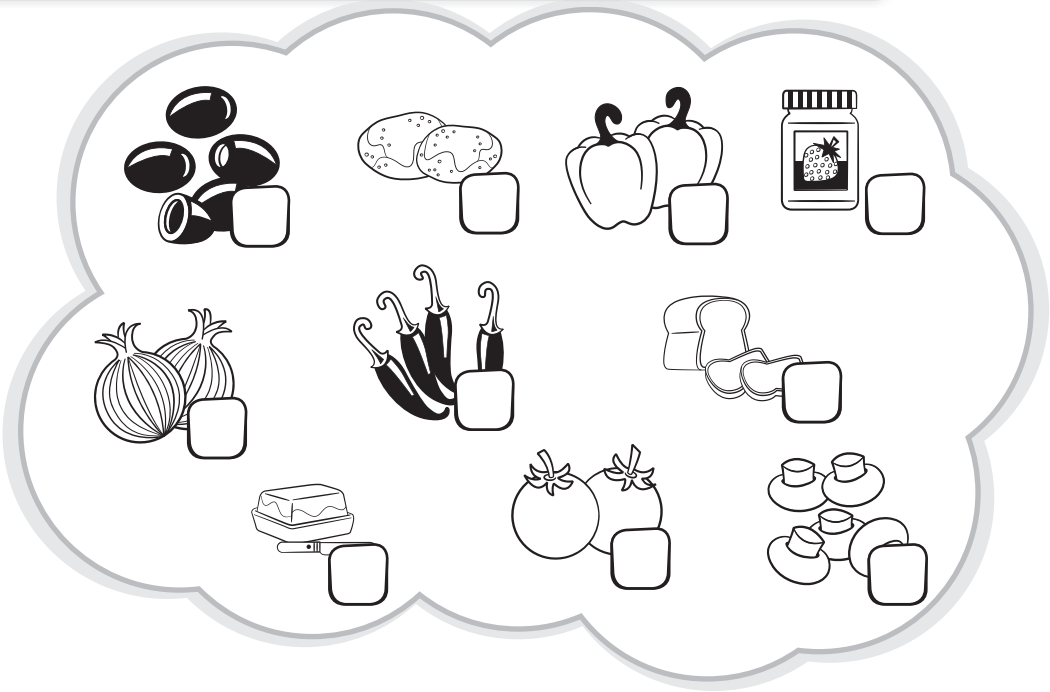
3 _____

4 _____

5 _____

____ / 5

2 Look and make a ✓ by what's missing in the kitchen. Write.



We need _____, _____, _____, _____, _____, and _____.

We don't need _____, _____, _____, or _____.

____ / 5

TOTAL ____ / 10

Below-level (Blue) tests: answer key and notes

Unit 1

1 Listen and make a ✓ or an ✗ for Anna.

Answers ✓: play volleyball, play tennis, ride a bike, make videos
✗: surf, skateboard

2 Look and write.

Answers **1** basketball, **2** stories, **3** pictures, **4** soccer

3 Look and write the answers.

Answers **1** No, he can't. **2** Yes, he can. **3** Yes, he can. **4** No, he can't. **5** Yes, he can.

Unit 2

1 Listen and make a ✓ or an ✗. Write.

Answers **1** ✓ cleaners, **2** ✗ reporters, **3** ✓ artists, **4** ✓ builders, **5** ✗ dancers, **6** ✓ acrobats

2 Look, read, and circle the correct answers.

Answers **1** Yes, I am. **2** No, I'm not. **3** Yes, I am. **4** No, I'm not.

3 Look, read, and number.

Answers **1** E, **2** C, **3** B, **4** A, **5** D

Units 1–2

Speaking

1 Look and say the sports and activities. Answer the questions.

- Give students time to look at the pictures. Then elicit the words and phrases for the six sports and activities.
- When all the pictures have been identified, tell students to think about what they can and can't do. They put a ✓ or an ✗ in the boxes to indicate their own abilities.
- Ask about student's abilities, to elicit a mixture of positive and negative short answers.
- Award half a point for each correct vocabulary item, and half a point for each correct short answer.

Answers **1** surf, **2** play tennis, **3** play basketball, **4** make videos, **5** write stories, **6** draw pictures
Student's own answers.

2 Look and say the jobs.

- Students look at the picture and point to the four groups. Elicit sentences with They're to identify the jobs.
- If necessary, prompt the first answers by pointing to, e.g. ,(cleaners) *Are they directors? No, they aren't. They're cleaners.*
- Students make statements about the rest of the jobs. Award one point for each correct statement.

Answers They're cleaners. They're dancers. They're reporters. They're acrobats.

Unit 3

1 Listen and number.

Answers **1** group of fish, **2** single shark, **3** group of octopuses, **4** group of whales, **5** single turtle, **6** single seahorse

2 Look and write.

Answers **1** octopus, **2** dolphins, **3** seahorse, **4** fish,

3 Complete the questions and answers.

Answers **1** What's that? That's a dolphin. **2** What are these? These are seahorses. **3** What's this? This is an octopus. **4** What are those? Those are turtles. **5** What's that? That's a whale.

Unit 4

1 Listen, read, and make a ✓.

Answers **1** No, she doesn't. **2** Yes, he does. **3** No, she doesn't. **4** No, he doesn't. **5** Yes, she does.

2 Look at activity 1. Write.

Answers **1** water bottle, **2** costume, **3** cap, **4** umbrella, **5** backpack

3 Write the questions in order. Circle the correct answers.

Answers **1** Do you have a backpack? Yes, I do. **2** Do you have an umbrella? Yes, I do. **3** Do you have a costume? Yes, I do. **4** Do you have a medal? No, I don't. **5** Do you have a first aid kit? No, I don't.

Units 3–4

Speaking

1 Look and find five animals. Answer the questions.

- Give students time to look at the picture and find the animals. Elicit the words, prompting them with *What's this?/What are these?*
- Then point at the turtles and say, e.g., *Are they shy? (No!)* to elicit a sentence about each animal's displayed characteristics.
- **Answers** These are turtles. (friendly), This is an octopus. (shy), These are dolphins. (smart/funny), This is a seahorse. (shy), These are fish. (funny)

2 Find and say five family words. Make sentences with ***He has***.

- Give students time to look at the family tree, then elicit at least five words for family members. If students need prompting, say, e.g., *Look! This is Tim. This is his family. This is his mom. Who's this?* (pointing to another family member).
- When five words have been elicited, encourage students to point and make five positive sentences about Tim's family. *He has two aunts*, etc.

Answers Five of the following: grandpa, grandma, mom, dad, aunt, uncle, brother, cousin, friends
He has a cousin. He has four friends. He has two aunts. He has three uncles. He has two brothers., etc.

Unit 5

1 Listen and match. Write.

Answers **1** F jeans, **2** A shirt, **3** D sandals, **4** B leggings, **5** C coat, **6** E dress

2 Read and color.

Answers Color the clothes as follows: The boy's jeans blue, his T-shirt green, his sneakers red; The girl's sweater red, her scarf yellow.

3 Write sentences.

Answers **1** He's wearing a T-shirt. **2** She isn't wearing a scarf. **3** She's wearing sunglasses. **4** He isn't wearing a sweater.

Unit 6

1 Listen and check.

Answers **1** walking, **2** building, **3** watching, **4** listening, **5** drinking, **6** reading

2 Look at activity 1. Write sentences about the pictures.

Answers **1** They're walking. **2** They're building. **3** They're watching. **4** They're listening. **5** They're drinking. **6** They're reading.

3 Look, read, and match.

Answers **1** quarter to four, **2** two thirty, **3** five o'clock, **4** quarter past twelve

Units 5–6

Speaking

1 Look and say.

- Give students time to look at the artwork and prepare the words. Then point to each figure in turn and ask, *What's he/she wearing?* to elicit, e.g., *He's/She's wearing a sweater and sunglasses.*

Answers **1** He's wearing a watch. **2** He's wearing a scarf. **3** She's wearing a pair of sneakers. **4** She's wearing sunglasses. **5** He's wearing a belt.

2 Look and find five animals. Make sentences.

- Give students time to look at the picture. Tell them to number the animals if they wish, to help them when they start speaking. Students point and make sentences about the different groups of animals.

Answers (horses) They're watching/walking/listening.
(bats) They're sleeping.
(owls) They're sleeping.
(ducks) They're eating.
(rabbits) They're listening.

Unit 7

1 Listen and draw ☺ or ☹.

Answers **Tom:** math ☺, science ☺, P.E. ☹, history ☹, music ☺
Lisa: math ☺, science ☹, P.E. ☺, history ☺, music ☹

2 Look at activity 1. Write short answers.

Answers **1** No, he doesn't. **2** Yes, he does. **3** No, she doesn't. **4** Yes, she does.

3 Look and write sentences with *likes* and *doesn't like*.

Answers **1** He likes drama. **2** She doesn't like gymnastics. **3** He doesn't like geography. **4** She likes judo. **5** He doesn't like pottery. **6** She likes art.

Unit 8

1 Listen and make a ✓. Write the shopping list.

Answers Make a ✓ and list: tomatoes, mushrooms, sausages, peppers, olives

2 Look and circle the correct answer.

Answers **1** Yes, I do. **2** No, I don't. **3** Yes, I do. **4** Yes, I do. **5** No, I don't.

3 Look and write.

Answers **1** need, **2** don't need, **3** We need, **4** We need, **5** We don't need

Units 7–8

Speaking

1 Look at May's school schedule and say five subjects and activities. Make sentences.

- Give students time to look at the schedule. If necessary, explain what it is and what it shows (if students are not familiar with this kind of schedule).
- Elicit the names of the subjects and activities. Then prompt the sentences by pointing to, e.g., math, and saying, *Does she like math?* (*Yes, she does.*) Then elicit five sentences about the rest of the activities.

Answers Any five subjects/activities: math, history, geography, art, gymnastics, drama
Any five sentences: She likes math. She likes history. She doesn't like geography. She likes art. She likes gymnastics. She doesn't like drama.

2 Look and say five food items. Answer the questions.

- Allow students time to look at the pictures. Then elicit the words for the food items, by pointing and asking, *What's this?*
- Then point to the shopping list and prompt students to make sentences by asking, e.g., *What's on the list?* Students make sentences about the items and quantities shown. Then ask five questions to elicit short answers, e.g., *Do you need bread?* (*No, I don't.*), *Do you need tomatoes?* (*Yes, I do.*)

Answers We need six tomatoes. We need eight sausages. We need three onions. We need two chili peppers. We need four peppers.

Questions and answers Do you need bread? (No, I don't.)
Do you need tomatoes? (Yes, I do.)
Do you need chili peppers? (Yes, I do.)
Do you need jelly? (No, I don't.)
Do you need olives? (No, I don't.)

End-of-year test

Speaking

1 Look and say five jobs.

- Give students time to look at the picture and find five different jobs. Then test short answers by pointing to, e.g., the reporters and saying, *Are they artists? (No, they aren't. They're reporters.) Are they dancers? (Yes, they are.)*, etc.

Answers Five of the following: acrobats, dancers, directors, cleaners, builders, reporters

2 Complete the tree for you. Answer the questions.

- Give students time to complete their family tree. If necessary, complete a version of your own, showing your aunts, uncles, and cousins to act as a model.
- Look at the tree together and point to some people to elicit who they are. Ask a range of questions to elicit a range of answers. Award a point for each correct and appropriate answer.

Questions Who's this? Who are these?
Is she a director? (Accept *No, she isn't.* as students may not know the word for their family member's real job.)
Can he play basketball?
Does he like math?
Is he/she smart?

End-of-year test

Listening

1 What's he/she wearing? Listen and circle.

Answers Dan: coat, backpack; Lisa: dress, sunglasses; Tim: jeans, umbrella; Anna: leggings, medal; Jack: gloves, water bottle

2 Listen and number. Write the subjects.

Answers **1** math – 9:45, **2** art – 9:00, **3** English – 11:15, **4** science – 12:00, **5** history – 10:30

End-of-year test

Reading

1 Look, read, and circle.

Answers **1** Those are turtles. **2** This is a seal. **3** These are dolphins. **4** That's a shark. **5** These are fish.

2 What are they doing? Read and number.

Answers **1** B They're walking. **2** C They're reading. **3** A They're eating. **4** D They're building. **5** E They're sleeping.

End-of-year test

Writing

1 Look and complete the sentences.

Answers **1** He can skateboard. **2** He can't play baseball. **3** He can't ride a bike. **4** He can surf. **5** He can play tennis.

2 Listen and make a ✓ by what's missing in the kitchen. Write.

Answers We need peppers, mushrooms, olives, potatoes, chili peppers, and bread. We don't need tomatoes, butter, onions or jelly.

Blue

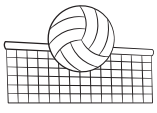
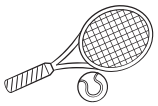
1 TEST

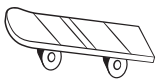
DATE: _____ CLASS: _____

NAME: _____

1 Listen and make a ✓ or an ✗ for Anna. 2.44

Anna



☐ ☐ ☐ ☐ ☐ ☐

____ / 6

2 Look and write.

pictures basketball Soccer stories

1

He can play _____.

2

He can write _____.

3

She can draw _____.

4

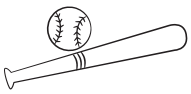
She can play _____.

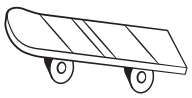
____ / 4

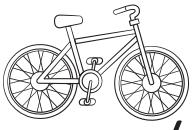
3 Look and write the answers.

Yes, he can. No, he can't.

Ben

1  ✗

2  ✓

3  ✓

4 ✗

5 ✓

1 Can Ben play baseball? _____

2 Can he skateboard? _____

3 Can he ride a bike? _____

4 Can he play tennis? _____

5 Can he surf? _____

____ / 5

TOTAL ____ / 15

Blue

2 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and make a ✓ or an ✗. Write. 2.45

artists dancers acrobats cleaners reporters builders

1

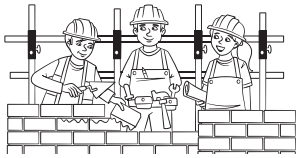
They're _____.

2

They're _____.

3

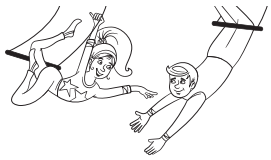
They're _____.

4 

They're _____.

5

They're _____.

6 

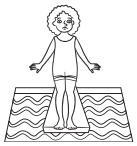
They're _____.

____ / 6

2 Look, read, and circle the correct answers.

1

Are you bored?
Yes, I am. / No, I'm not.

2 

Are you excited?
Yes, I am. / No, I'm not.

3

Are you proud?
Yes, I am. / No, I'm not.

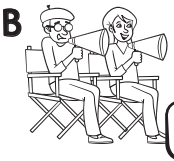
4

Are you afraid?
Yes, I am. / No, I'm not.

____ / 4

3 Look, read, and number.

A

B 

C

D

E

1 They aren't directors. They're cleaners.

2 They aren't builders. They're acrobats.

3 They're directors. They aren't cleaners.

4 They're artists. They aren't secretaries.

5 They aren't acrobats. They're builders.

____ / 5

TOTAL ____ **/ 15**

Blue

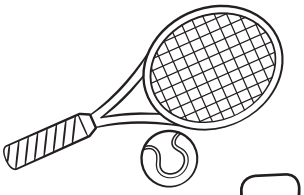
1–2 SPEAKING TEST

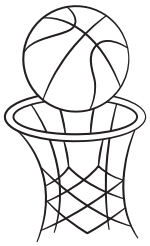
DATE: _____ CLASS: _____

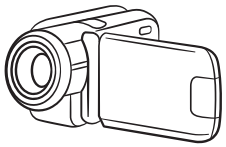
NAME: _____

1 Look and say the sports and activities. Answer the questions.

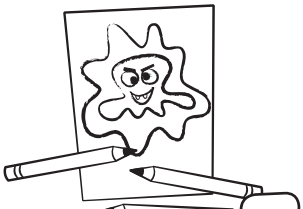
1

2 

3 

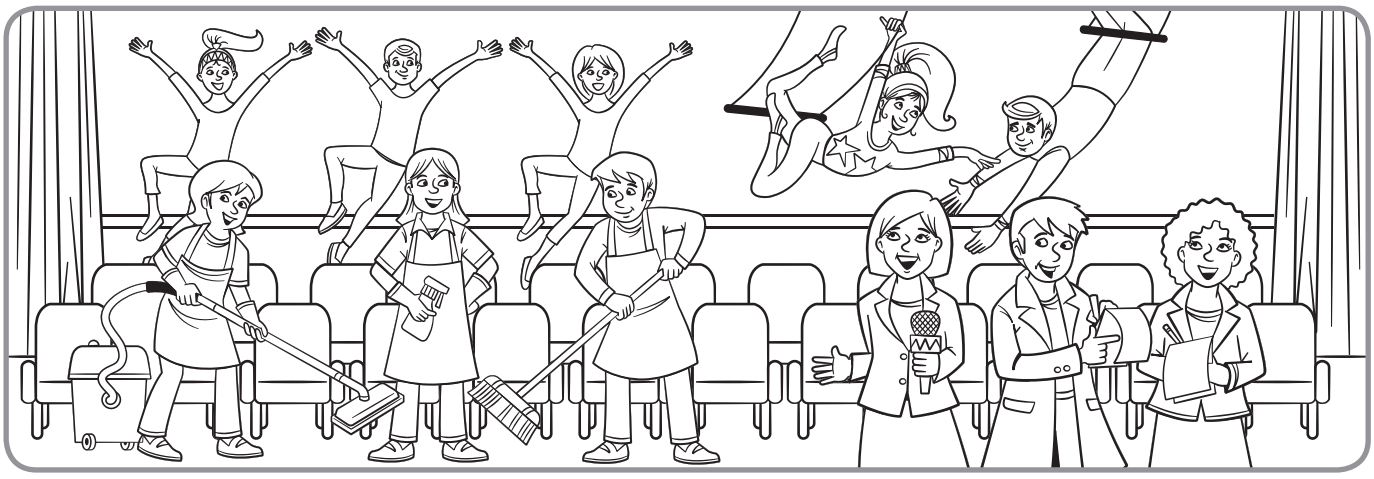
4 

5

6 

____ / 6

2 Look and say the jobs.



____ / 4

TOTAL ____ / 10

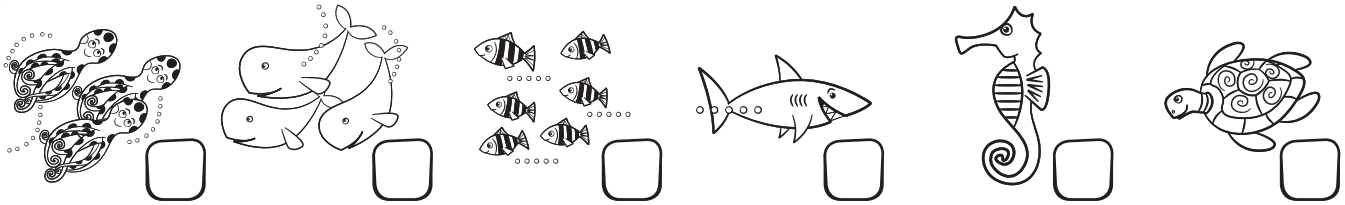
Blue

3 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and number. 2.46

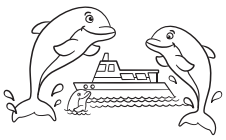


____ / 6

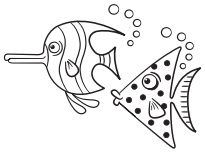
2 Look and write.

seahorse octopus fish dolphins

1 It's an _____.

2  They're _____.

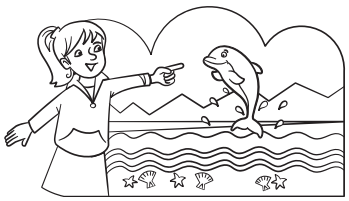
3 It's a _____.

4  They're _____.

____ / 4

3 Complete the questions.

this that that these those

1 

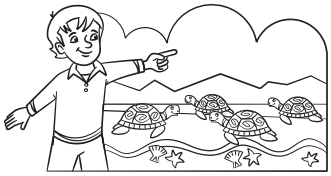
What's _____?

2

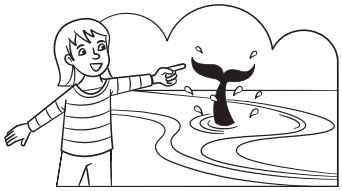
What are _____?

3

What's _____?

4 

What are _____?

5 

What's _____?

____ / 5

TOTAL ____ / 15

Blue

4 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen, read, and make a ✓. 2.47

1
☐ Yes, she does.
☐ No, she doesn't.

2
☐ Yes, he does.
☐ No, he doesn't.

3
☐ Yes, she does.
☐ No, she doesn't.

4
☐ Yes, he does.
☐ No, he doesn't.

5
☐ Yes, she does.
☐ No, she doesn't.

____ / 5

2 Look at activity 1. Write.

backpack umbrella cap costume water bottle

1 She has a _____.
2 He has a _____.
3 She has a _____.
4 He has an _____.
5 She has a _____.

____ / 5

3 Write the questions in order. Circle the correct answers.

1
a / Do / you / backpack / have / ?
_____
Yes, I do.
No, I don't.

2
umbrella / Do / have / you / an / ?
_____
Yes, I do.
No, I don't.

3
a / Do / you / have / costume / ?
_____
Yes, I do.
No, I don't.

4
medal / you / Do / have / a / ?
_____
Yes, I do.
No, I don't.

5
have / Do / a / first aid kit / you / ?
_____
Yes, I do.
No, I don't.

____ / 5

TOTAL ____ / 15

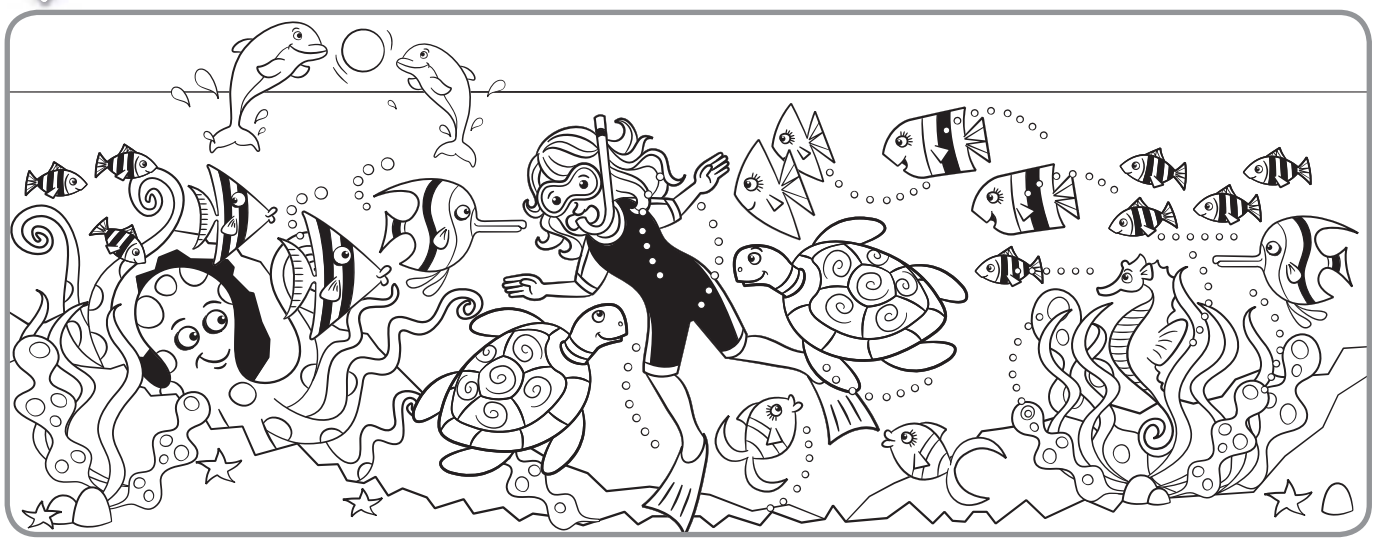
Blue

3–4 SPEAKING TEST

DATE: _____ CLASS: _____

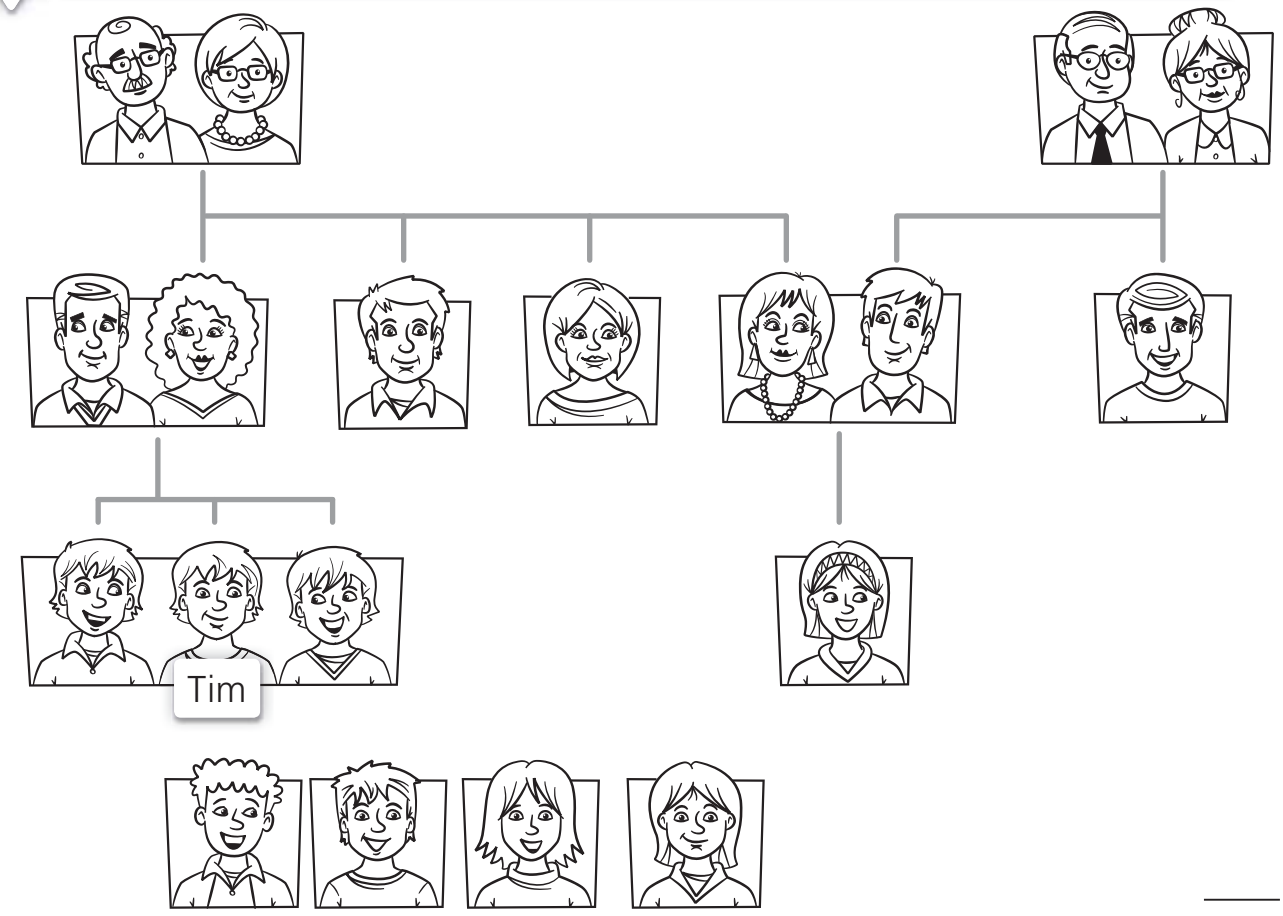
NAME: _____

1 Look and find five animals. Answer the questions.



____ / 5

2 Find and say five family words. Make sentences with ***He has***.



____ / 5

TOTAL ____ / 10

Blue

5 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and match. Write. 2.48

leggings coat sandals dress jeans shirt

1

2

3

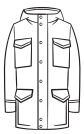
4

5

6

A

B

C 

D

E

F

1 He's wearing _____.

2 He's wearing a _____.

3 She's wearing _____.

4 She's wearing _____.

5 He's wearing a _____.

6 She's wearing a _____.

____ / 6

2 Read and color.

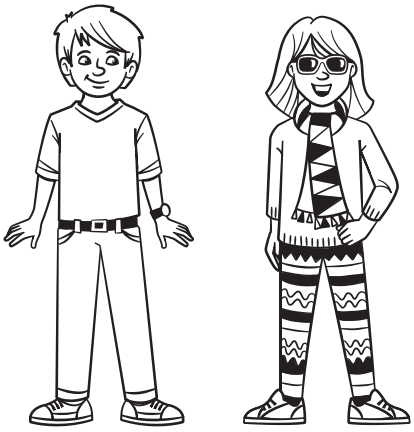
1 He's wearing blue jeans.

2 She's wearing a red sweater.

3 She's wearing a yellow scarf.

4 He's wearing a green T-shirt.

5 He's wearing red sneakers.



____ / 5

3 Write sentences.

1 ✓ he / wear / a T-shirt

_____

2 ✗ she / wear / a scarf

_____

3 ✓ she / wear / sunglasses

_____

4 ✗ he / wear / a sweater

_____

____ / 4

TOTAL ____ / 15

Blue

6 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and make a ✓. 2.49

1

2

3

4

5

6

____ / 6

2 Look at activity 1. Write sentences about the pictures.

building watching listening reading drinking ~~walking~~

1 They're walking.

2 _____

3 _____

4 _____

5 _____

6 _____

____ / 5

3 Look, read, and match.

1

2

3

4

- It's five o'clock.
- It's quarter past twelve.
- It's quarter to four.
- It's two thirty.

____ / 4

TOTAL ____ **/ 15**

Blue

5–6 SPEAKING TEST

DATE: _____ CLASS: _____

NAME: _____

1 Look and say.

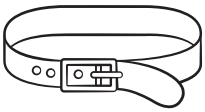
He/She's wearing ...

1

2

3

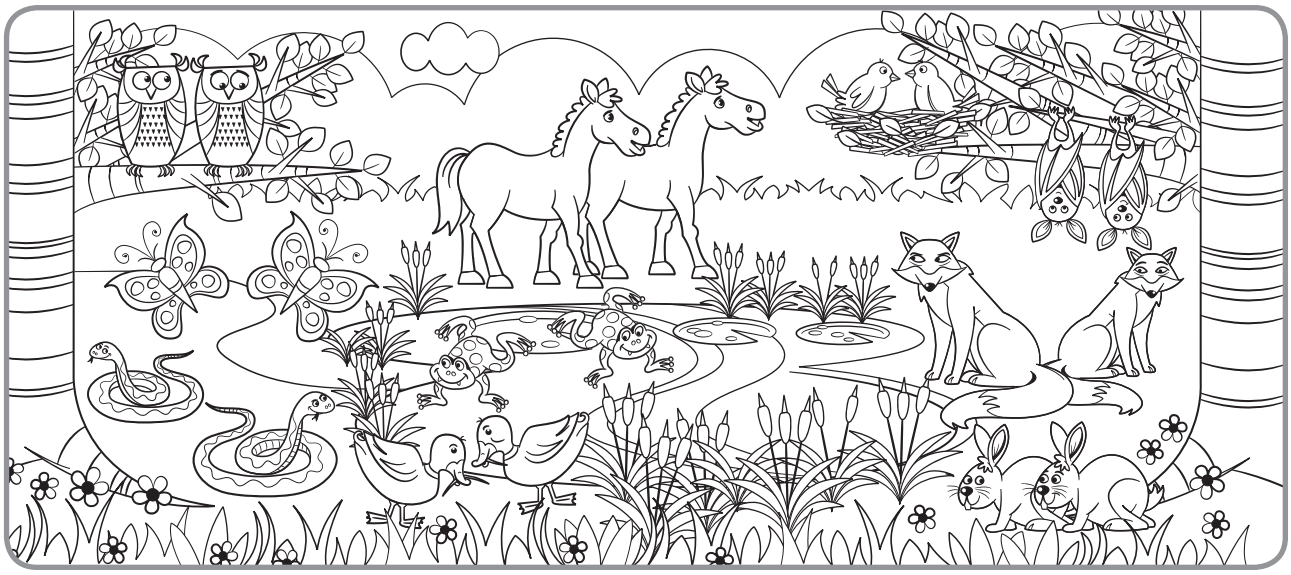
4

5 

____ / 5

2 Look and find five animals. Make sentences.

They're ...



____ / 5

TOTAL ____ / 10

Blue

7 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and draw ☺ or ☹. 2.50

Tom

2+3=5 ☺ ☺ ☺ ☺ ☺

Lisa

2+3=5 ☺ ☺ ☺ ☺ ☺

____ / 5

2 Look at activity 1. Write short answers.

1 Does Tom like history? _____

2 Does Tom like science? _____

3 Does Lisa like music? _____

4 Does Lisa like math? _____

Yes, she does.
Yes, he does.
No, she doesn't.
No, he doesn't.

____ / 4

3 Look and write sentences with ***likes*** and ***doesn't like***.

1

2

3

4

5

6

1 He / drama _____

2 She / gymnastics _____

3 He / geography _____

4 She / judo _____

5 He / pottery _____

6 She / art _____

____ / 6

TOTAL ____ **/ 15**

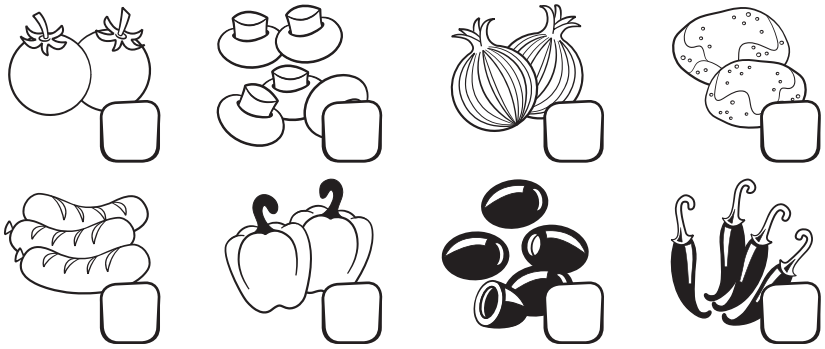
Blue

8 TEST

DATE: _____ CLASS: _____

NAME: _____

1 Listen and make a ✓. Write the shopping list. 2.51



t _____

m _____

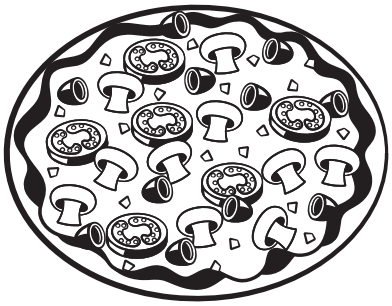
s _____

p _____

o _____

____ / 5

2 Look and circle the correct answers.



1 Do you need tomatoes? Yes, I do. / No, I don't.

2 Do you need potatoes? Yes, I do. / No, I don't.

3 Do you need mushrooms? Yes, I do. / No, I don't.

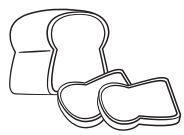
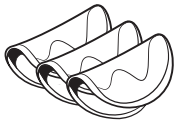
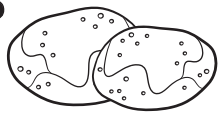
4 Do you need olives? Yes, I do. / No, I don't.

5 Do you need chili peppers? Yes, I do. / No, I don't.

____ / 5

3 Look and write.

We need We don't need

1 	2	3	4 	5 
✓	✗	✓	✓	✗

Let's make sandwiches! [1] We _____ bread.

We [2] _____ jelly. [3] _____ butter.

[4] _____ ham. [5] _____ potatoes!

____ / 5

TOTAL ____ / 15

Blue

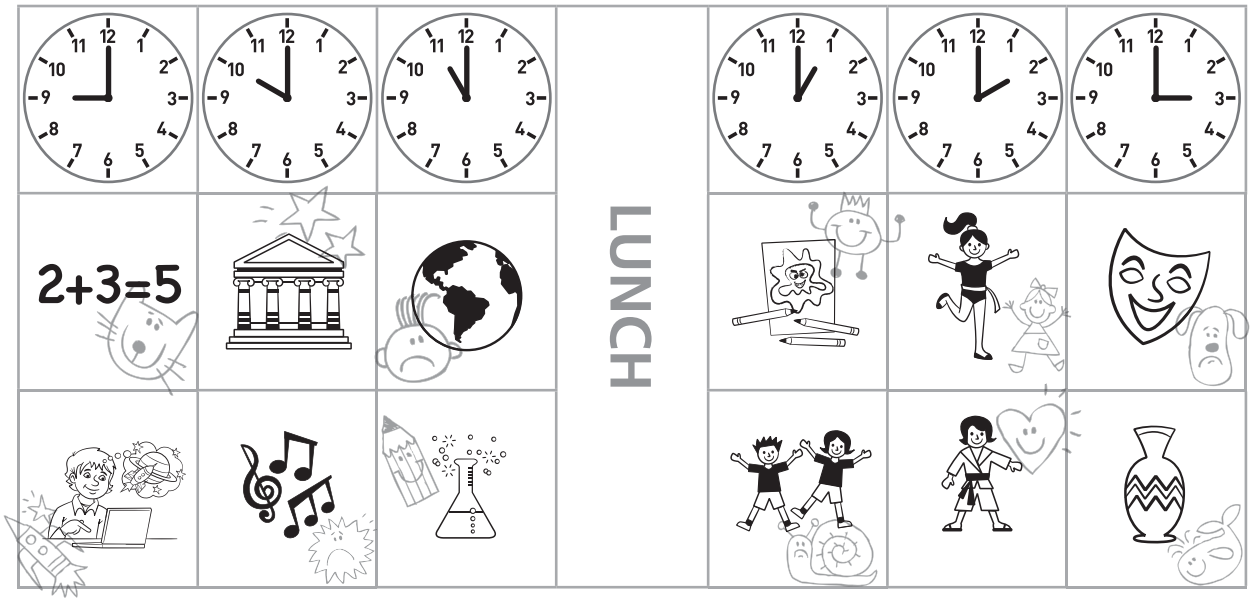
7–8 SPEAKING TEST

DATE: _____ CLASS: _____

NAME: _____

1 Look at May's school schedule and say five subjects and activities. Make sentences.

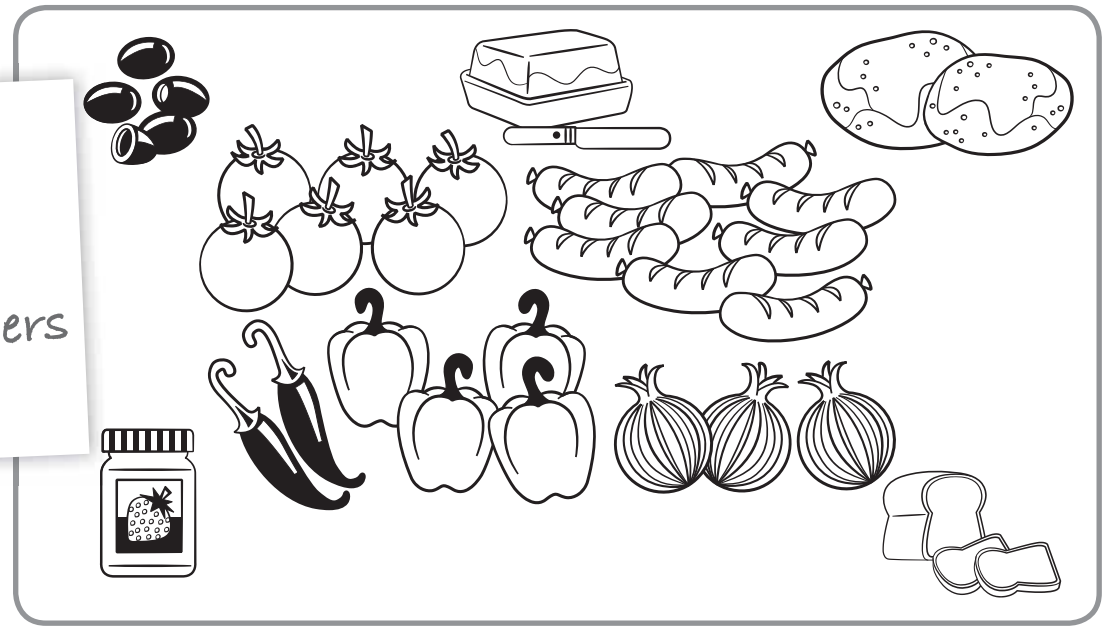
She likes ... She doesn't like ...



____ / 5

2 Look and say five food items. Answer the questions.

6 tomatoes
8 sausages
3 onions
2 chili peppers
4 peppers



____ / 5

TOTAL ____ / 10

Blue

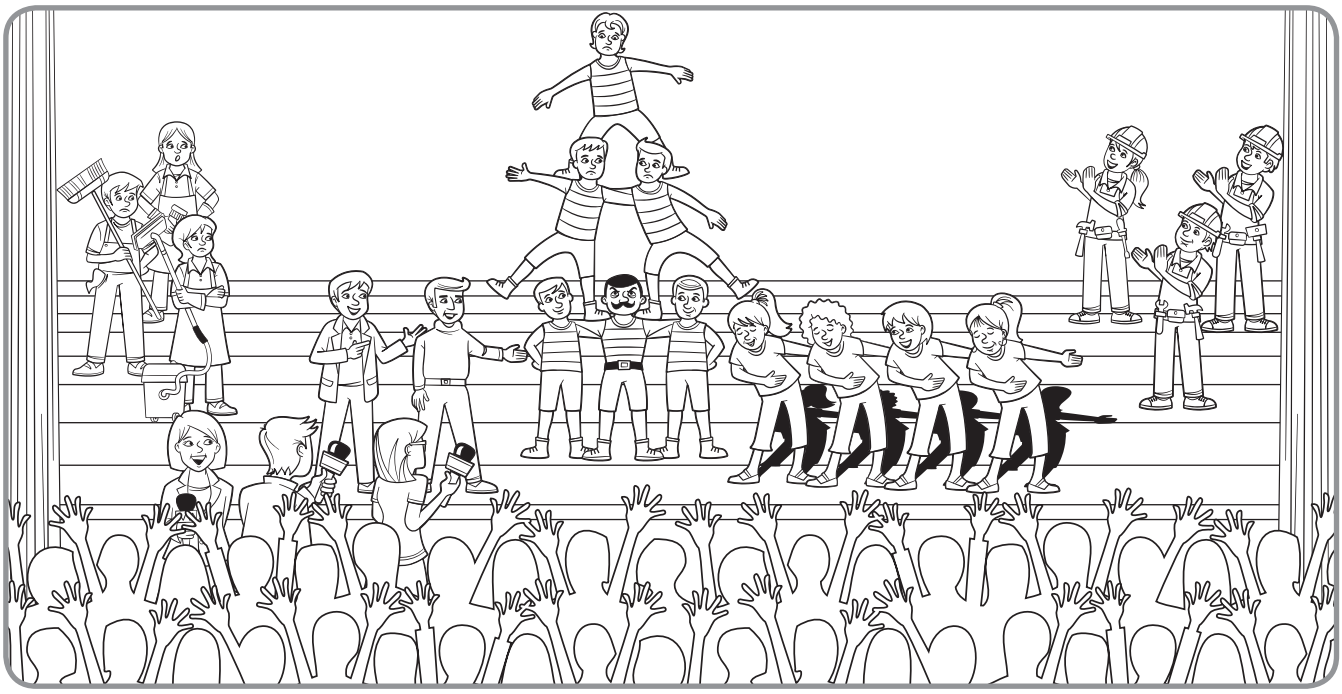
END-OF-YEAR TEST

SPEAKING

DATE: _____ CLASS: _____

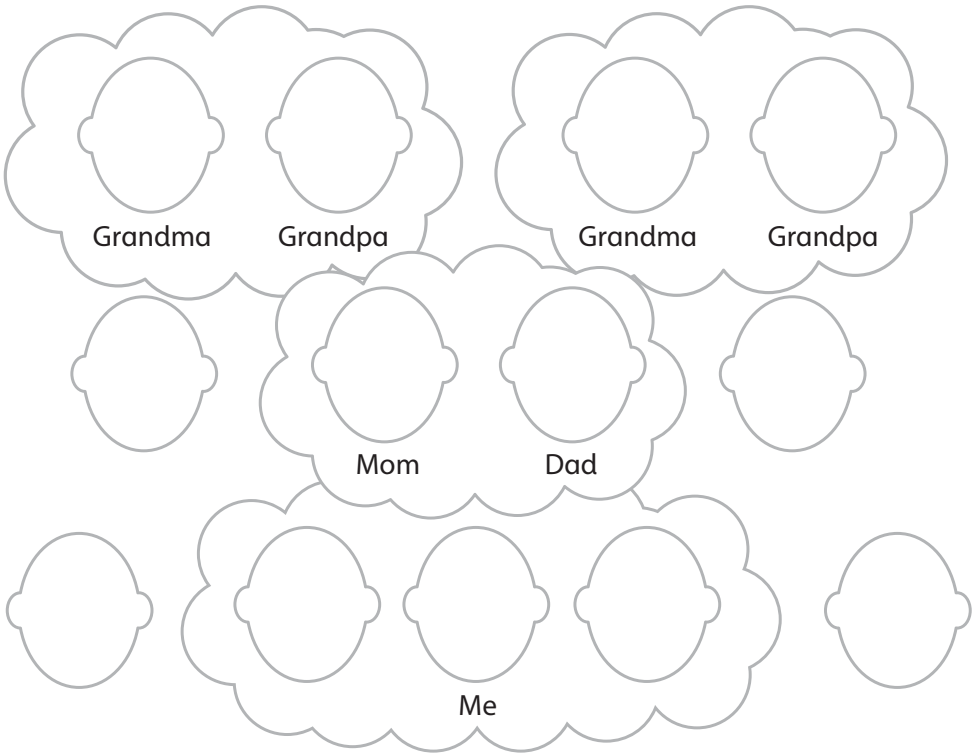
NAME: _____

1 Look and say five jobs.



____ / 5

2 Complete the tree for you. Answer the questions.



____ / 5

TOTAL ____ **/ 10**

Blue

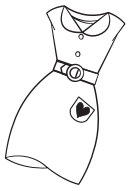
DATE: _____ CLASS: _____

END-OF-YEAR TEST

LISTENING

NAME: _____

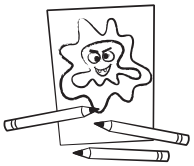
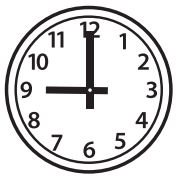
1 What's he/she wearing? Listen and circle. 2.52

Dan	Lisa	Tim	Anna	Jack
				

____ / 5

2 Listen and number. Write the subjects.

art English math history science

2+3=5				
				
☐	☐	☐	☐	☐
_____	_____	_____	_____	_____

____ / 5

TOTAL ____ / 10

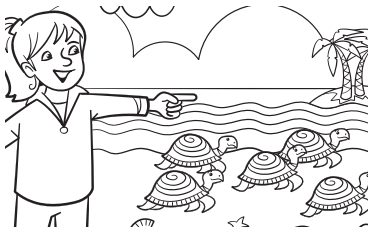
Blue

END-OF-YEAR TEST — READING

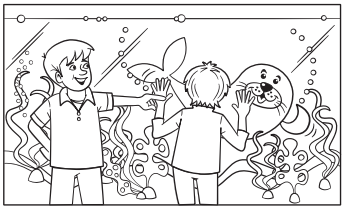
DATE: _____ CLASS: _____

NAME: _____

1 Look, read, and circle.

1 

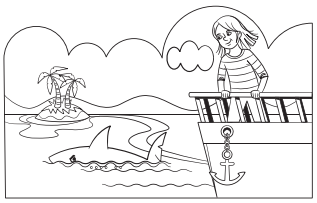
Those are **turtles** / **dolphins**.

2 

This is **a seal** / **a shark**.

3

These are **turtles** / **dolphins**.

4 

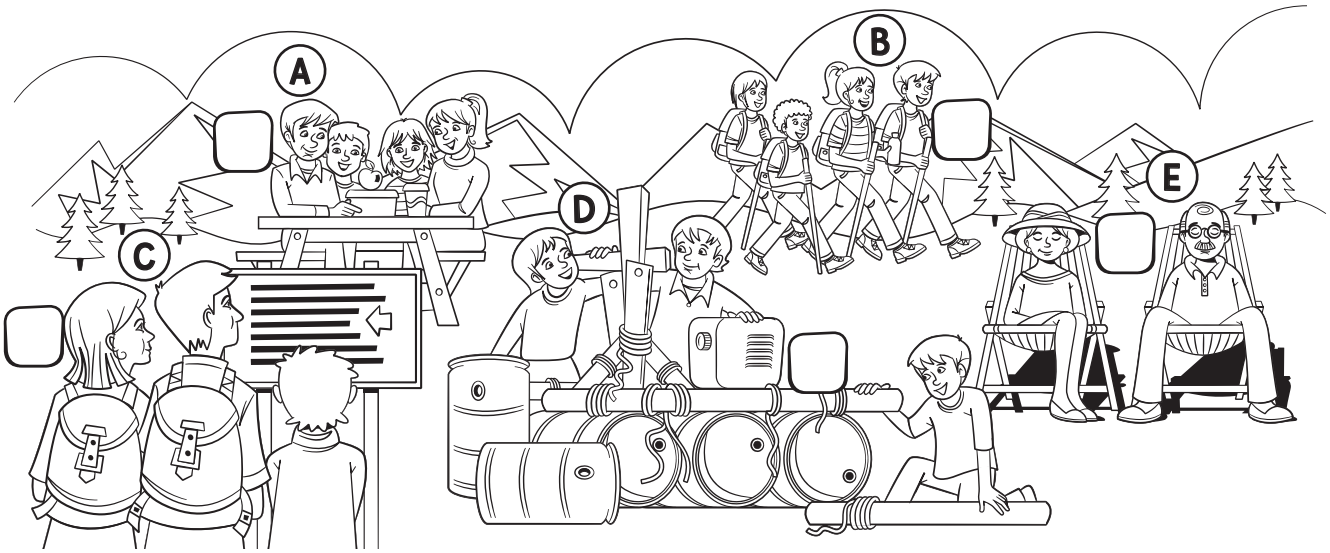
That's **a seal** / **a shark**.

5

Those are **fish** / **dolphins**.

____ / 5

2 What are they doing? Read and number.



1 They're walking.

2 They're reading.

3 They're eating.

4 They're building.

5 They're sleeping.

____ / 5

TOTAL ____ / 10

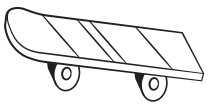
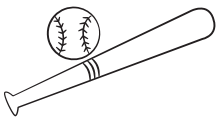
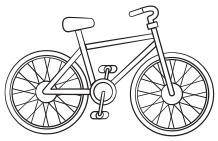
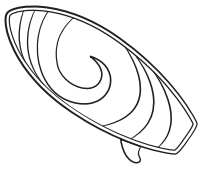
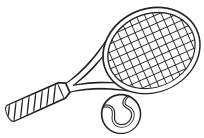
Blue

END-OF-YEAR TEST — WRITING

DATE: _____ CLASS: _____

NAME: _____

1 Look and write.

					
	✓	✗	✗	✓	✓

1 He can _____.

2 He _____ play _____.

3 _____ ride a _____.

4 _____ surf.

5 _____ tennis.

____ / 5

2 Look and make a ✓ by what's missing in the kitchen. Write.

☐ tomatoes	☐ potatoes
☐ peppers	☐ chili peppers
☐ butter	☐ bread
☐ mushrooms	☐ onions
☐ olives	☐ jelly

We need _____, _____, _____, _____, _____, and _____.

We don't need _____, _____, _____, or _____.

____ / 5

TOTAL ____ / 10

Tests Transcripts

Unit 1

Transcript 2.44

A: Look. This is my friend. Her name's Anna. She can do lots of things!
B: Can she play volleyball?
A: Yes, she can.
B: Can she play tennis?
A: Yes, she can.
B: Can she surf?
A: Oh. Er ... No, she can't surf.
B: Can she ride a bike?
A: Yes, she can.
B: Can she skateboard?
A: No, she can't. Anna can't skateboard. But I can skateboard – look!
B: Wow – cool, a video.
A: Yes, Anna can make videos.

Unit 2

Transcript 2.45

1 **A:** Are they cleaners?
B: Yes, they are.
2 **A:** Are they builders?
B: No, they aren't.
3 **A:** Are they dancers?
B: No, they aren't.
4 **A:** Are they builders?
B: Yes, they are.
5 **A:** Are they cleaners?
B: No, they aren't.
6 **A:** Are they acrobats?
B: Yes, they are.

Unit 3

Transcript 2.46

1 These are fish.
2 This is a shark.
3 These are octopuses.
4 These are whales.
5 This is a turtle.
6 This is a seahorse.

Unit 4

Transcript 2.47

1 Does she have a medal?
2 Does he have a costume?
3 Does she have a first aid kit?
4 Does he have a cap?
5 Does she have a backpack?

Unit 5

Transcript 2.48

1 **A:** What's he wearing?
B: He's wearing jeans.
2 **A:** What's he wearing?
B: He's wearing a shirt.
3 **A:** What's she wearing?
B: She's wearing sandals.
4 **A:** What's she wearing?
B: She's wearing leggings.
5 **A:** What's he wearing?
B: He's wearing a coat.
6 **A:** What's she wearing?
B: She's wearing a dress.

Unit 6

Transcript 2.49

1 They're walking.
2 They're building.
3 They're watching.
4 They're listening.
5 They're drinking.
6 They're reading.

Unit 7

Transcript 2.50

A: This is Tom. He's in my class. He likes math. He likes science. He doesn't like P.E. He doesn't like history. He likes music.
B: This is Lisa. She's in my class. She likes math.. She doesn't like science. She likes PE. She likes history. She doesn't like music.

Unit 8

Transcript 2.51

A: Mmm. I'm hungry. I'd like pizza for lunch! Let's go to the store.
B: OK. Let's make a list.
A: We need tomatoes.
B: And mushrooms. We need mushrooms.
A: OK. We need tomatoes and mushrooms. But I don't like onions.
B: OK, we don't need onions.
A: And we don't need potatoes.
B: Potatoes? No, we don't need potatoes. We need sausages.
A: And I like peppers. We need peppers.
B: And olives. I like olives.
A: OK – We need sausages, peppers, and olives. Good. They're on the list. What about chili peppers?
B: No! I don't like chili peppers! We don't need chili peppers!
A: OK. No chili peppers. Come on, let's go to the store.

End-of-year test

Listening

Transcript 2.52

1 **A:** Where's Dan?
B: I can see him. He's wearing jeans and a coat.
A: Oh. Is that Dan? He's wearing a scarf.
B: No, he isn't wearing a scarf. He has a backpack.
2 **A:** Where's Lisa?
B: I can see her. She's wearing a dress and leggings.
A: Oh, yes. Look. She's wearing sunglasses.
B: Yes, that's Lisa. She's wearing big sunglasses.
3 **A:** Where's Tim?
B: I can see him. He's wearing jeans and a shirt.
A: I can't see him. Is that Tim? He's wearing a coat.
B: No, he isn't wearing a coat. He has an umbrella.
4 **A:** Where's Anna?
B: I can see her. She's wearing leggings and a T-shirt.
A: Yes. She's wearing a watch. And look! She has a medal!
B: Wow! A medal! Well done, Anna!
5 **A:** Where's Jack?
B: I can see him. He's wearing jeans and a long scarf.
A: Oh, yes. And he's wearing gloves.
B: Yes. Jack is wearing gloves. And he has a water bottle.

Transcript 2.53

1 **A:** It's time for math.
B: Math? Oh. What time is it?
A: It's quarter to ten.
2 **A:** It's time for art.
B: Art? Oh. What time is it?
A: It's 9 o'clock.
3 **A:** It's time for English.
B: English? Oh. What time is it?
A: It's quarter past eleven.
4 **A:** It's time for science.
B: Science? Oh. What time is it?
A: It's 12 o'clock.
5 **A:** It's time for history.
B: History? Oh. What time is it?
A: It's ten thirty.